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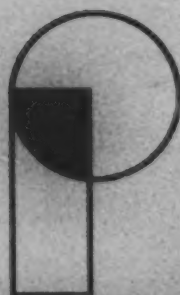
This reference manual contains information on transition services for students with disabilities in New Jersey. Section 1 provides an overview of transition services and the five-year systems change grant New Jersey has received from the U.S. Department of Education. Also included is information on New Jersey education law, the four regional Learning Resources Centers, and two special projects. Section 2 describes services provided by the state's Office of School to Work Initiatives and vocational education services under the Carl D. Perkins Act. Section 3 compiles information on New Jersey agencies concerned with vocational rehabilitation, independent living, and assistive technology. The federal Rehabilitation Act of 1973, as amended, is also explained. Sections 4 and 5 describe services offered by New Jersey agencies that deal with human services, blindness and visual impairment, developmental disabilities, mental health services, youth and family services, parent advocacy, and protection and advocacy. Section 6 lists county offices for the disabled and Social Security offices in the state. Section 7 explains relevant requirements of the Fair Labor Standards act and Section 8 explains the transition needs assessment process. Section 9 analyzes the transition process from legal, educational, and advocacy perspectives. Sections 10 and 11 list New Jersey college programs for students with learning disabilities, recreation and leisure resources, and accessible transportation services. Finally, Section 12 provides a glossary of transition related terms. (DB)

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What is Transition from School to Adult Life?

A Resource Manual for Transition Services for Youth with Disabilities in New Jersey

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**The New Jersey
Partnership for Transition
From School to Adult Life for Youth with Disabilities**

Project Award H158A30013-04 CFDA 64.158A

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What is Transition from School to Adult Life?

A Resource Manual for Transition Services for Youth with Disabilities in New Jersey

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- New Jersey Office of School to Work Initiatives
- New Jersey Division of Vocational Rehabilitation Services
- The University Affiliated Program of New Jersey
- Statewide Parent Advocacy Network, Inc.

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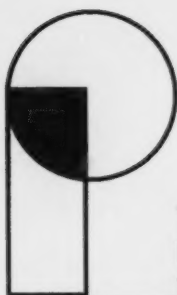
In addition, it represents a collaborative effort among the New Jersey Office of Special Education Programs, the New Jersey Office of School to Work Initiatives, the New Jersey Division of Vocational Rehabilitation Services, The University Affiliated Program of New Jersey, and the Statewide Parent Advocacy Network.

This resource manual is a product of the State Interagency Work Group on Transition. The following individuals are recognized for their significant contributions in the conceptualizing, writing, editing, designing, and producing of this reference manual.

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• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Introduction

This reference manual contains information on transition services in New Jersey that will be helpful to anyone interested in the topic. It is intended for use by educators, parents and family members, students, adult service providers, advocates, and governmental agency personnel. It is an introduction to the complex and comprehensive world of transition from school to adult life for students with disabilities: it contains sources for helpful information and further investigation.

- Section 1** An overview of transition services and the five-year systems change grant New Jersey has received from the U.S. Department of Education. The applicable portion of the New Jersey Special Education Administrative Code on transition is included as is information on the four regional Learning Resources Centers, the OSEP County Supervisors of Child Study, and the New Jersey Technical Assistance Project.
- Section 2** A description of the services provided by the Office of School to Work Initiatives. The Carl D. Perkins Act is described in relation to vocational education services.
- Section 3** A compilation of information about the New Jersey Division of Vocational Rehabilitation Services, the Centers for Independent Living, and the New Jersey Technology Assistive Resource Program. In addition the Rehabilitation Act of 1973, as amended, is explained.
- Section 4** A description of the services provided by four agencies within the New Jersey Department of Human Services: The New Jersey Commission for the Blind and Visually Impaired, the Division of Developmental Disabilities, the Division of Mental Health Services, and the Division of Youth and Family Services. Contact information and procedures are included.
- Section 5** A description of the Statewide Parent Advocacy Network, Inc., (SPAN) and their broad array of services. County contact information is also included and a description of the services of New Jersey Protection and Advocacy, Inc., which is a statewide organization.

- Section 6** A listing of the County Offices for the Disabled and an explanation of their mission and core services. A listing of all the Social Security offices in the state and the work incentives liaison person in each office. The work incentives liaison will help Social Security beneficiaries access the federal work incentives programs so they can become employed without jeopardizing their benefits.
- Section 7** An explanation of the requirements of the Fair Labor Standards Act (FLSA) related to Community-Based Vocational Education (CBVE). A set of guidelines has been established by the federal Departments of Labor and Education which must be adhered to whenever Community-Based Vocational Education is implemented.
- Section 8** A transition needs assessment which will help in gauging where your school and community needs to go with transition. It will help you identify areas of strength and need.
- Section 9** An excellent, in depth overview of the transition process from a legal, educational, and advocacy perspective.
- Section 10** A listing of New Jersey college programs for students with learning disabilities. Service and/or program descriptions are included as well as contact sources.
- Section 11** A listing of Recreation, Leisure Resources, and Accessible Transportation.
- Section 12** A glossary of transition related terms.

Creating Relationships for Transition from School to Adult Life

Patricia Cooper

New Jersey State Employment and Training Commission

Transition services are a coordinated set of activities for a pupil with educational disabilities, designed with an outcome process, that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation. (IDEA, 1990)

Global competition has created the impetus for dramatic change in the training and education of workers for the future. It is not coincidental that a major emphasis has been placed on retooling the workforce. Students with disabilities can and will be a part of this movement to improve and upgrade the skills of the workforce. How to do this successfully will involve input from the student, their family, school personnel, business and adult service providers.

Supported employment and rehabilitation technology have significantly increased options for persons with disabilities. Education must direct itself to this increase in options by looking to improve the way students with disabilities are educated and trained within the school system. Students with disabilities need and want to work and will no longer accept the rhetoric that there is no place for them. There is substantial evidence to support the positive attributes and work habits that persons with disabilities can acquire through a system that provides them support over an extended period of time.

Why are improved transition services necessary?

Experience tells us that transition is not a naturally occurring process. It takes a great deal of planning and preparation to ensure that every student leaves school with exposure to work experiences and career education.

Educators must make the linkages for a successful transition to the workforce, postsecond-

ary education and training, community living and recreation. Students with disabilities need you to take action.

How do I begin? Begin by planning!

Invite people to become involved. Students, vocational educators, guidance counselors, general academic teachers, Division of Vocational Rehabilitation Services counselors, parents, friends, community-based organizations, County Offices for the Disabled, Centers for Independent Living, mental health centers, and parent organizations. This resource guide will help find the relationships you need for a successful transition plan for your students.

What documentation is needed for transition planning?

The Individual Education Program (IEP) is the essential planning document for students, although it has required the listing of goals and objectives related to student progress in the past. The Individuals with Disabilities Education Act (IDEA) (Public Law 101-476) now requires a statement of the transition services that the student needs in order to prepare for such critical postschool outcomes as employment, postsecondary education, adult services, independent living and community participation.

What can you do to improve transition services?

For professionals who are involved in developing

IEP's or developing work sites it is recommended that planning not be done in a vacuum. Planning could begin by:

- asking the student what they want in their future
- assessing the student abilities and capabilities
- studying the myriad of options available within the state and its counties
- evaluating the generic workplace skills, academic and specific work competencies so the student can gain successful school-to-work experience
- creating a team approach to the transition process
- determining a career plan for the student

Remember the system must provide a variety of options and approaches for persons with disabilities. Flexibility should be the guiding principle for all recommendations in the development of transition plans and programs for students with disabilities.

The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities

Mission Statement

"To establish a statewide coordinated system of programs and services that facilitate the transition of students with disabilities from school to adult life so they are prepared for and connected to opportunities and supports for full participation as a valued and contributing member of the community."

Project Goals

The goals of The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities are to increase the availability, access, and quality of transition assistance for youth and their families; to improve the ability of professionals, families, and advocates to promote student self-determination in the transition process; and to enhance and improve working relationships among all critical stakeholders in the transition system. In collaboration with the State Transition Interagency Work Group, a partnership of New Jersey agencies with direct and indirect involvement in transition services, the project goals will be met by achieving specific objectives and activities which have been organized to directly address the identified barriers.

About the State Interagency Work Group on Transition

Lasting statewide change requires collaboration, commitment, and linkages among the many entities concerned with the availability, access, and quality of transition services for youth with disabilities and their families. Such relationships of collaboration, commitment, and linkages only serve to enhance successful transition services and experiences. The State Interagency Transition Work Group will provide the foundation that will contribute significantly to lasting statewide transition systems change beyond the life of the present grant helping to facilitate the implementation of transition policies and procedures, resource pooling, funding mechanisms, support services, program and service incentives, information sharing, barrier elimination, and services integration for quality

outcomes. Each agency participating on the State Interagency Work Group for Transition has dedicated a liaison staff person to assist in the development of cooperative agreements at the state level. This resource manual on transition would not have been possible without the input and support of the State Interagency Work Group on Transition.

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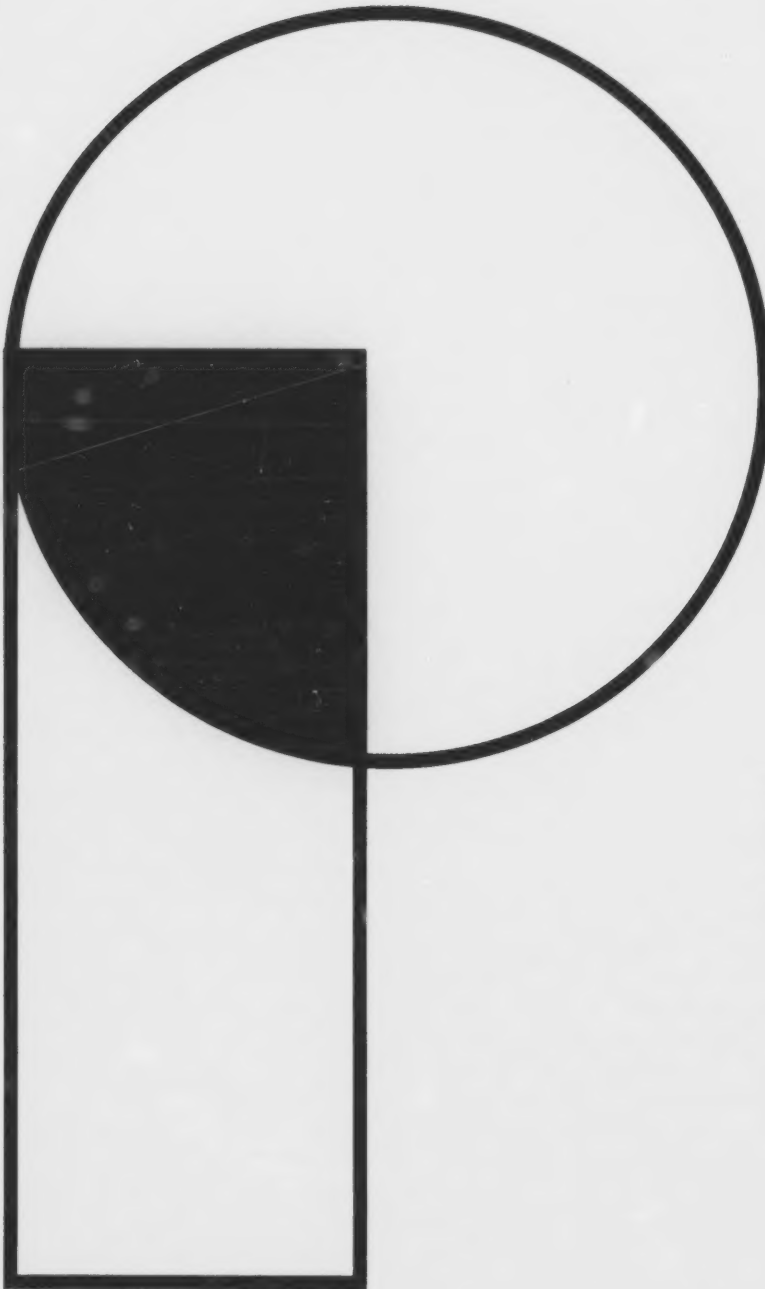
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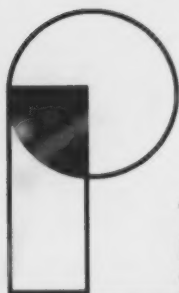
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Section 1

New Jersey Office of Special
Education Programs

New Jersey Department of Education



**The New Jersey
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from School to Adult Life for Youth with Disabilities**

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• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Transition from School to Adult Life for Students with Disabilities

By **Bob Haugh**, Project Director, New Jersey Partnership for Transition
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Introduction

As the primary goal of public education is to prepare students for success in the real world, education must be functional in that it must anticipate and plan for outcomes. The outcomes of education should be the skills and knowledge necessary to be successful as fully participating members of the community: in work; continuing education; recreation; community living; and contribution to society. Currently, the transition from school to adult life for students with disabilities is a critical issue in special education. Stated simply, there must be clear outcomes for the training and education that students receive and

these "outcomes" must relate to the abilities and interests of the individual student and promote individual competence.

Each year 250,000 to 300,000 special education students leave their educational programs and look for meaningful employment and some degree of residential independence (Will, 1984). Students with disabilities graduate from a system that mandates service, then move to an adult system that offers very few entitlements to services. The need to improve the transition experience of young adults with disabilities is based on the fact that a sizeable number of young people leave high school and enter an adult world unprepared for the demands of the labor force and with few opportunities for further education and career training. These young adults and their families need to know what services, programs and sup-

ports will be available to them upon graduation and must participate fully in the entire transition process. For the student who is in transition from school to adult life, coordination between education and adult services is essential in continuing education, employment, residential, transportation, case management, and other related support areas.

Overview of The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities

Recognizing the importance of outcome-based transition programming in special education, the New Jersey Office of Special Education Programs applied for and received a federal transition grant from the United States Department of Education. The grant provides \$500,000 a year, over a five year period. The *New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities* grant is a collaborative effort between the Department of Education's Office of Special Education Programs and Office of School to Work Initiative, the Division of Vocational Rehabilitation Services in the Department of Labor, with the University Affiliated Program of New Jersey at the University of Medicine and Dentistry of New Jersey and SPAN (Statewide Parent Advocacy Network). The primary goal of this project is to achieve lasting statewide systems change through the following activities:

- Establishment of a State Transition Interagency Work Group to increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, resources, systems and other infrastructure mechanisms impacting on the establishment of a lasting service delivery.
- Establishment of a project advisory council with representation from all major interest groups, specifically individuals with disabilities, employers, advocates, and key professionals to help achieve long lasting consensus on the application of transition services to meet the needs of youth with disabilities.
- Establishment of a comprehensive, training and technical assistance service to identified

school systems, students and families, local transition teams, private sector employers, adult service providers, and state and local governmental agencies.

- Awarding of annual competitive grants to local model demonstration projects that actively promote best practices in secondary special education and transition such as:
 - establishment of interagency transition collaboration;
 - local high school-based supports and programming;
 - development of student-centered outcomes;
 - community-based vocational education training;
 - self-advocacy and self-determination training; and
 - school-business partnerships for job training and mentorship programs.

The purpose of the *New Jersey Partnership for Transition from School to Adult Life* is to create effective state and local mechanisms for providing transition services for all students with disabilities. Broad-based and long-lasting change will require developing new alternatives and the restructuring of many existing services and systems. This project addresses these requirements by creating a collaborative policy and a State Interagency Work Group to manage systems change; by offering competitive grants to local education agencies to develop model transition interagency demonstration projects; by bringing students and advocates into the design and implementation of transition services; and by providing ongoing opportunities for information dissemination, evaluation activities, training and technical assistance to all key stakeholders.

A Summary of Federal Regulations on "Transition Services"

In 1975, the Education for All Handicapped Children Act (EHA, P.L. 94-142) was passed requiring that all children with disabilities found eligible for special education services have an Individualized Education Program (IEP). In 1990, the EHA was reauthorized with amendments as the Individuals with

Disabilities Education Act (IDEA, P.L. 101-476). As a result of these amendments to the IDEA, "transition services" must be specified as a new component to the IEP. "Transition services" are defined as a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The public agency (school district) is responsible to invite the pupil and representatives of any other agencies that are likely to be responsible for providing or paying for "transition services" at the point of graduation. If the pupil does not attend, the public agency shall take other steps to ensure that the pupil's preferences and interests are considered. If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any "transition services" (IDEA, 1992).

There are two IEP requirements that relate specifically to these "transition services." Within the IEP, there must be a statement of the needed "transition services" for students beginning no later than age 16 (age 14 in New Jersey) and annually thereafter. When appropriate, a statement of the inter-agency responsibilities and/or linkages is included. When a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives (IDEA, 1992).

What is Individualized Transition Planning?

Individualized transition planning should be viewed as an opportunity to focus attention on what it will take for the student to achieve success and independence as an adult. Transition planning should ensure program equivalence with post-school goals, that is, the planning needs to make a connection between curriculum and outcome.

Effective transition planning and program implementation are achieved through a collaborative effort, involving the student, family, school, community agencies, employers and adult service providers (i.e., vocational rehabilitation counselors, supported employment providers, community college, etc.). The IEP is a year to year plan including curriculum objectives, which outline what the student is expected to learn for the year. Planning for transition services looks to the future needs of the student and plans for the necessary functional experiences the individual will need for a successful adult life, as well as taking into account the real life needs of the family.

In New Jersey, for students with disabilities who are age 14 or older, it is required that the IEP have a transition component. The initial step of planning with students of this age is the identification of potential post-secondary outcomes (e.g. community college, supported employment, etc.). These outcomes then become the groundwork for the IEP process and the related goals and objectives can then be developed. Consideration must be given to the relationship between the IEP goals and objectives and the transition needs of the student. These identified transition outcomes assist the planning team in identifying the supports, services and skills needed to achieve and maintain these outcomes for students with disabilities.

Transition planning requires young adults with disabilities to become involved in making decisions regarding their future. A disservice that can occur during educational planning is charting a young adult's future needs without consulting the person who is most affected (NICHCY, 1993). At minimum, the following questions should be asked of the individual:

- What are your hopes and dreams for the future?
- Who do you want on your planning team?
- Where do you want to work after you leave high school?
- Do you want to go to college or pursue career training after you leave high school?
- Where do you want to live after high school? and
- What kind of recreational activities do you enjoy?

When the future goals of the student come first, the transition planning process has meaning and gives ownership to the student. Through this process the student is empowered to take control of his/her life.

Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education.

Summary

If the main goal of schools is to prepare students with disabilities to live, work, and recreate as participating, productive and integrated members of their communities, then we all must work together to achieve this common goal. The goals of The New Jersey Partnership for Transition from School to Adult Life are consistent with this philosophy. This project will increase the availability, access, and quality of transition assistance for youth and their families. Improvement will also be made in the ability of professionals, families, and advocates to promote student self-determination in the transition process and to enhance and improve working relationships among all critical stakeholders in the transition system.

References

- Individuals with Disabilities Education Act, Public Law 101-476*, 20 U.S.C. Chapter 33, 1992. Final regulations for IDEA were published October 1992, Federal Register (Vol. 57, No. 208, 48694-48704). Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Telephone: (202) 275-3030.
- NICHCY. (1993). *Transition Summary*. Washington, DC: National Information Center for Children and Youth with Handicaps.

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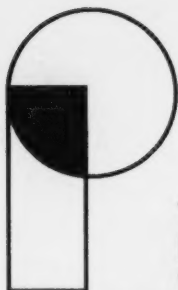
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New Jersey Special Education Code on Transition (NJAC 6:28)

1.2 Definition

"Transition services" means a coordinated set of activities for a pupil with educational disabilities, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

3.6(d) In the Individualized Education Program

vii. For pupils with educational disabilities age 14 and over, or younger, if deemed appropriate, annual goals and objectives shall be related to

the postsecondary outcomes. Transition services shall be based on the individual pupil's needs, taking into account the pupil's preferences and interests and shall include:

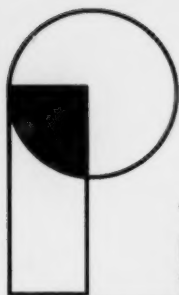
- (1) Instruction;
- (2) Community experiences;
- (3) The development of employment and other post-school adult living objectives; and
- (4) If appropriate, acquisition of daily living skills and functional vocational evaluation.

viii. If the participants in the individualized education program meeting determine that transition services shall not be needed in one or more of the specified areas in (d)5 vii (1) through (3) above, the individualized education program shall include a statement to that effect and the basis upon which the determination was made.

4.7 Transition

- (b) For pupils with educational disabilities age 14 and over, or younger, if determined appropriate, planning for transition to adulthood shall include the following:
1. The individualized education program shall be written in accordance with N.J.A.C. 6:28-3.6(e)5vii.
 - i. If an agency other than the district board of education fails to provide the transition services included in the pupil's individualized education program, the district board of education shall reconvene a meeting of the individualized education program participants. Alternative strategies to meet the pupil's transition objectives shall be identified.
 2. Initial evaluation or reevaluation shall include assessment(s) to determine appropriate postsecondary outcomes.
 3. The case manager shall be responsible for transition planning.
 4. The individualized education program shall designate the person(s) responsible to serve as a liaison to postsecondary resources and make referrals to the resources as appropriate; and
 5. In addition to the required participants in an initial individualized education program meeting or an annual review meeting, the pupil with educational disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend the individualized education program meeting. Notice of the meeting shall be provided to the participants according to N.J.A.C. 6:28-2.3(h)4.
 6. If the pupil with educational disabilities does not attend the individualized education program meeting where transition services are discussed, the district board of education or public agency shall take other steps to ensure that the pupil's preferences and interests are considered; and
 7. If an agency invited to send a representative to the individualized education program

meeting does not do so, the district board of education or public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.



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• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

What Services do the Learning Resource Centers Offer?

Information Services

Current special education information is available at the LRCs through research reports, curriculum guides, professional journal articles, the ERIC microfiche collection, and on-line research services. Bibliographies and other resource reports are compiled, and information retrieval services are provided to assist members in locating information and materials. A reference collection of computer software is maintained for preview purposes.

Materials Circulation Services

The LRCs maintain and loan an extensive collection of professional books, in-service training resources, videocassettes and instructional audio-visual materials to support all areas of the curriculum. Each center also operates a Van Outreach service for the delivery of resources within its region.

Consultation Services

Learning Resource Centers staff provide regional inservice workshops, training institutes, statewide conferences, consultations, LRC service orientations and technical assistance to teachers, administrators, and parents of pupils with disabilities.

Production Services

Ideas and supplies are available for the development of teacher-and parent-made learning materials. Services include lettering machines, laminating, transparency making, button making and photocopying.

Learning Resource Centers Contact Information

Learning Resource Center — North

240 S. Harrison Street 6th Floor • East Orange NJ 07018
 LRC General Service 201-414-4491
 FAX 201-414-4496
 Preschool Technical Assistance 201-631-6349
Hours Monday, Tuesday, Friday — 8:30 a.m. - 4:30 p.m.
 Wednesday, Thursday — 8:30 a.m. - 6:00 p.m.
Region Served Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren
 Counties

Learning Resource Center — Central Region

Old Bridge Center • 1405 Route 18 • 2nd Floor • Old Bridge NJ 08857
 LRC General Service 908-679-8252
 FAX 908-679-9599
 Preschool Technical Assistance 908-679-9261
Hours Monday, Tuesday, Thursday, Friday — 9:00 a.m. - 5:00 p.m.
 Wednesday — 9:00 a.m. - 6:00 p.m.
Region Served Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset, and
 Union Counties

Learning Resource Center — Northern Satellite

322 American Road • Morris Plains NJ 07950
 LRC General Service 201-631-6345
 FAX 201-631-6350
 Preschool Technical Assistance 201-631-6349
Hours Monday, Wednesday, Thursday, Friday — 9:00 a.m. - 5:00 p.m.
 Tuesday — 9:00 a.m. - 7:00 p.m.
Region Served Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren
 Counties

Learning Resource Center — South

606 Delsea Drive • Sewell NJ 08080
 LRC General Service 609-582-7000
 FAX 609-582-4323
 Preschool Technical Assistance 609-582-7000
Hours Monday, Thursday — 9:00 a.m. - 6:00 p.m.
 Tuesday, Wednesday — 9:00 a.m. - 8:00 p.m.
 Friday — 9:00 a.m. - 5:00 p.m.
Region Served Atlantic, Burlington, Camden, Cape May, Cumberland,
 Gloucester, and Salem Counties



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Office of Special Education Programs County Supervisors of Child Study

Atlantic County Office of Education

6260 Old Harding Highway • Mays Landing NJ 08330

John Misieczko

Voice 609-625-0004, Ext. 44

FAX 609-625-6539

Bergen County Office of Education

327 East Ridgewood Avenue • Paramus NJ 07652

Annemarie Oliveri and Anthony Errichetto

Voice 201-599-6256

FAX 201-599-6255

Burlington County Office of Education

3 Union Street • County Office Building • Mt. Holly NJ 08060

Jeffrey F. Reuter

Voice 609-265-5060

FAX 609-265-5932

Camden County Office of Education

West Building, Suite 513 • 6981 North Park Drive • Pennsauken NJ 08109

Sharon Karl

Voice..... 609-756-5700

FAX..... 609-486-0177

Cape May County Office of Education

Central Mail Room • Crest Haven Complex • Cape May Court House NJ 08210

John Misieczko

Voice..... 609-465-7911, Ext. 1282

FAX..... 609-465-2094

Cumberland County Office of Education

19 Landis Avenue • Bridgeton NJ 08302

George Shellem

Voice..... 609-451-0211

FAX..... 609-455-9523

Essex County Office of Education

155 Fairview Avenue • Cedar Grove NJ 07009

Paul Bilik

Voice..... 201-857-5700

FAX..... 201-239-3492

Gloucester County Office of Education

R.R. #4, Box 184D • Sewell NJ 08080

Ellen F. Herdegen

Voice..... 609-468-6500

FAX..... 609-468-9115

Hudson County Office of Education

595 Newark Avenue • Jersey City NJ 07306

Judith Albornoz

Voice..... 201-319-3850

FAX..... 201-319-3650

Hunterdon County Office of Education

County Administration Building • Main Street • Flemington NJ 08822

Greg Acocella

Voice..... 908-788-1414

FAX..... 908-788-1457

Mercer County Office of Education

2238 Hamilton Avenue • Trenton NJ 08619

Vacant

Voice..... 609-588-5873

FAX..... 609-588-5849

Middlesex County Office of Education

200 Old Matawan Road • Old Bridge NJ 08857

Dianne Cole

Voice 908-390-6000

FAX 908-390-1688

Monmouth County Office of Education

Campbell Court & Highway 9 • P.O. Box 1264 • Freehold NJ 07728-1264

Lucille Stellatella

Voice 908-431-7812

FAX 908-577-0679

Morris County Office of Education

CN 900 • Morristown NJ 07963-0900

Alvena Kiebertz

Voice 201-285-8320

FAX 201-285-8341

Ocean County Office of Education

212 Washington Street • Toms River NJ 08753

Carmen Stankard

Voice 908-929-2078

FAX 908-244-8242

Passaic County Office of Education

810 Belmont Avenue • North Haledon NJ 07508

Marian Osborne

Voice 201-304-6020

FAX 201-304-0149

Salem County Office of Education

Lakeview Offices • R.D. #2, P.O. Box 344 • Woodstown NJ 08098

George Shellem

Voice 609-769-2700

FAX 609-769-0782

Somerset County Administration Building

P.O. Box 3000 • Somerville NJ 08876-1262

Linda Walter

Voice 908-231-7171

FAX 908-722-6902

Sussex County Office of Education

18 Church Street • County Services Building • Newton NJ 07860

Mary Lou Varley

Voice 201-579-6996

FAX 201-579-6476

Union County Office of Education

300 North Avenue East • Westfield NJ 07090

Vacant

Voice.....908-654-9860

FAX.....908-654-9869

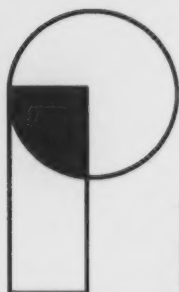
Warren County Office of Education

537 Oxford Street • Belvidere NJ 07823

Mary Lou Varley

Voice.....908-475-6326

FAX.....908-475-3541



**The New Jersey
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New Jersey Technical Assistance Project

"Educational Resources and Support Services on behalf of Children with Multiple Sensory Impairment"

New Jersey Technical Assistance Project (N.J. TAP) is an initiative of the N.J. Department of Education in partnership with N.J. Department of Human Services Office of Education which seeks to provide technical assistance and other support services regarding the education of children (ages birth to 21) experiencing hearing and vision difficulties.

What kind of technical assistance is offered by this Project?

- On-site Technical Assistance anchored to a specific child
- Training to school personnel, parents and others
- Dissemination of information and resources (I&R)
- Other functions include needs assessments, family support networks, etc.

Who provides the technical assistance?

A network of people trained and dedicated to address the best interest of children with hearing and vision problems. The N.J. TAP staff demonstrates specific skills in such areas as:

- Identification/Assessment
- Family Support Services
- Education Rights
- Communication
- Validated Educational Practices
- Transition to Adulthood

Who can request and/or receive N.J. TAP Project Services?

- Families/Parents/Guardians
- Teachers
- Related Service Providers
- Administrators
- State/Nonprofit Agency Personnel
- Other

For more information, contact:

New Jersey Department of Education

Jerry G. Petroff, Project Director

..... 609-292-5894

New Jersey Department of Human Services

Melanie O'Dea, Project Coordinator

..... 609-588-7911

New Jersey Department of Human Services

Cynthia Ruetsch, I&R Project Associate

..... 609-588-7911

N.J. TAP Eligibility Checklist

Student's Name

The New Jersey Technical Assistance Project (N.J. TAP) provides technical assistance, training and information and resources on behalf of children with multiple sensory impairment (deaf-blindness). To obtain services from N.J. TAP, a child (birth to 21) must meet at least one of the criteria within each of the following three areas:

Hearing	Vision	Developmental Concerns
1) Documented auditory handicap meeting state eligibility requirements as cited in NJAC 6:28 <i>OR</i>	1) Documented visual handicap meeting state eligibility requirements as cited in NJAC 6:28 <i>OR</i>	1) At least one year delay on developmental assessments or one standard deviation from score expected on the basis of chronological age on standardized assessments in one or more of the following areas: a) communication skills (including speech and language) b) social skills c) spatial awareness and orientation d) basic concepts e) academic achievement f) visual and/or auditory guided movement g) self-help skills <i>OR</i>
2) Documented history of chronic otitis media especially during the first 6 years of life <i>OR</i>	2) Documented syndrome/disorder (including genetic) associated with loss of vision (e.g., Congenital Cataracts, Retinopathy of Prematurity, Retinal Blastomas, Noonan Syndrome, Morquio Syndrome, Marfan Syndrome, CHARGE Association) <i>OR</i>	2) At risk for problems with independent living and/or competitive employment upon graduation from high school <i>OR</i>
3) Documented hearing impairment (conductive, sensorineural, or mixed) of at least 30 decibels (dB) in at least one ear (aided) A conductive hearing loss is caused by problems in the outer ear or middle ear (e.g., blockage of the ear canal, damage to the ear drum, problems with the bones in the middle ear, fluid in the middle ear). A sensorineural hearing loss is caused by nerve damage to the inner ear. A mixed hearing loss is a combination of conductive and sensorineural impairments. <i>OR</i>	3) Documented syndrome/disorder associated with progressive or fluctuating vision loss (e.g., Retinitis Pigmentosa, Usher Syndrome, Glaucoma) <i>OR</i>	3) At risk for problems with integration into family life/community activities <i>OR</i>
4) Documented syndrome/disorder (including genetic) associated with hearing loss (e.g., CHARGE Association) <i>OR</i>	4) Diagnosis of cortical visual impairment from ophthalmologist and/or neurologist. Cortical visual impairment results in the inability of an individual to process visual information. <i>OR</i>	4) At risk of getting hurt when walking/moving around independently <i>OR</i>
	5) Diagnosis of nystagmus Nystagmus is an involuntary rapid movement of the eye. <i>OR</i>	5) Under the age of 5 years

Hearing

- 5) Documented syndrome/disorder associated with progressive hearing loss (e.g., Norrie Syndrome, Sticklers Syndrome, Kniest Syndrome, Goldinhar Syndrome, Mohr Syndrome, Paget Syndrome, Cockayne Syndrome, Hurler Syndrome)

OR

- 6) Diagnosis of auditory processing disorder following testing by a speech-language pathologist, audiologist, and/or psychologist.

Reports from professionals may include such terms or descriptions as:

- central auditory processing problem
- central auditory processing dysfunction
- difficulty understanding what is heard

OR

- 7) Suspected hearing impairment by caregivers and/or professionals who know the child based on:
- a) significant and otherwise unanticipated delay in receptive and/or expressive speech-language skills
- OR
- b) responses to the full range of auditory stimuli in the environment is less than anticipated.

Vision

- 6) Diagnosis of amblyopia after the age of 6 years
Amblyopia is uncorrectable blurred vision due to disuse of the eye.

OR

- 7) History of untreated eye condition, such as cataracts, any time during the first 3 years of life.

Cataracts are a clouding of the lens of the eye.

OR

- 8) Documented visual impairment of 20/70 or worse after correction in better eye or a loss in visual field.

OR

- 9) Suspected visual impairment by caregivers and/or professionals who know the child based on:

- a) visual attending and/or visual examining behaviors are less than anticipated

or

- b) impaired visual-motor functioning, resulting from strabismus or cerebral palsy

Strabismus is a deviation of the eyes so they are not simultaneously directed to the same object.

OR

- 10) Visual perception problems
Examples of visual perception problems:

- Child may be observed to overreach or underreach for objects
- Child may misjudge where the food is on a plate
- Child may be confused by color or texture of walking surface

PLEASE NOTE — N.J. TAP is required under federal regulation (IDEA Part C, Section 622) to identify infants, children and youth who are deaf-blind. Therefore, N.J. TAP, as a program of the N.J. Department of Education maintains a comprehensive registry of all students that meet the criteria outlined in this checklist. This information is maintained in accordance with all federal and state regulations regarding pupil records and confidentiality.

Suggested uses for this checklist:

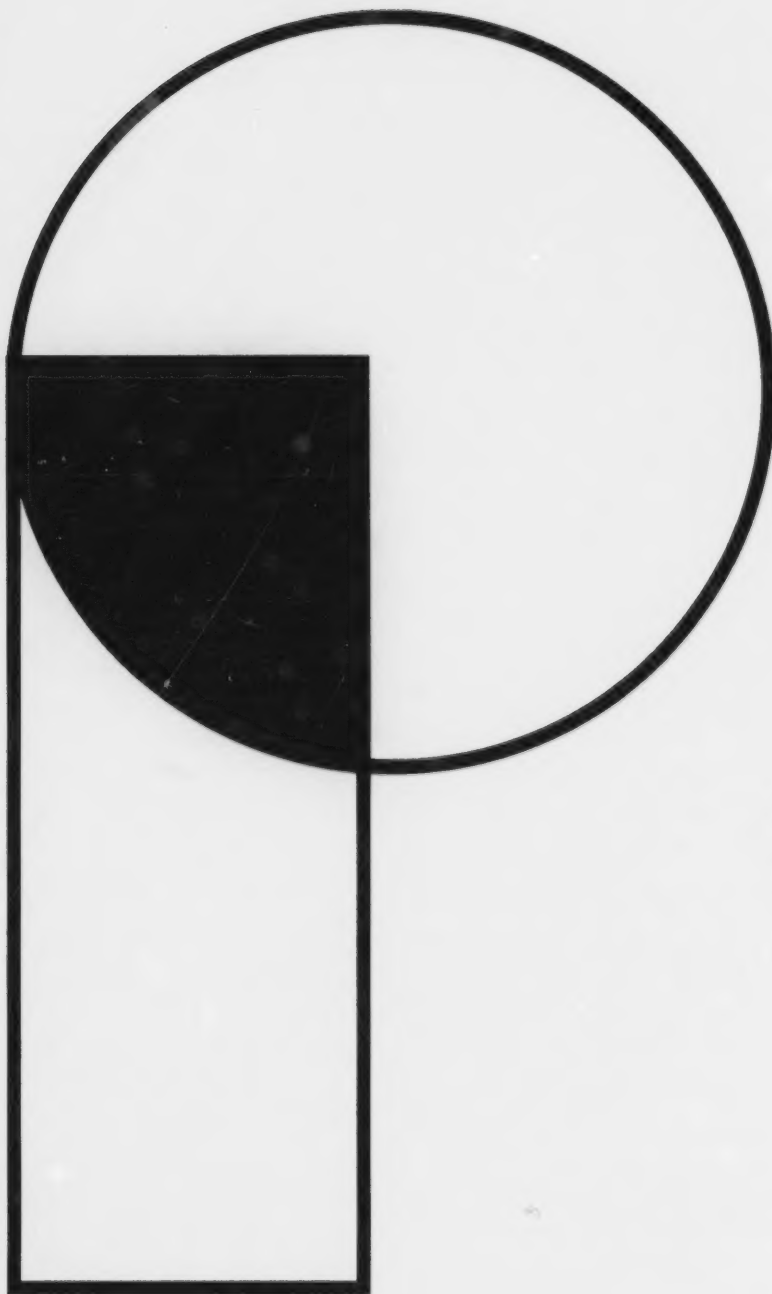
- 1) To determine eligibility for N.J. TAP services.
- 2) To evaluate each of the students in special education.
- 3) To present to parents as a tool to help develop an understanding of their child's need for program modifications because of sensory deficits.
- 4) To keep in child's records.

Eligible for N.J. TAP services?
YES / NO

If YES, please contact one of the Project Associates listed for more information.

Adapted from material by the Texas 307.11 Project and the Great Lakes Area Regional Center for Deaf-Blind Education.

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Section 2

New Jersey Office of School to Work
Initiatives

New Jersey Department of Education



**The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities**

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

New Jersey Office of School to Work Initiatives

Fact Sheet

Transition from school to work is just one component of transition from school to adult life. With the new federal legislation, the School to Work Opportunities Act of 1994, new expectations for the role of education and programs will be designed to include all students in a quality work-based learning process.

What are School to Work Initiatives?

School to Work Initiatives are comprised of occupational programs, services and activities designed to assist K-12 students and adults in developing the marketable skills, knowledge and attitudes necessary to function in our modern society and to gain employment in productive work. Many programs focus their efforts on delivering services to all persons including individuals who are disabled and individuals who are educationally and economically disadvantaged, individuals of limited English proficiency, individuals who participate in

programs designed to eliminate sex bias, and individuals in correctional institutions.

How do School to Work Initiatives serve students?

Education forms a continuous series of experiences from kindergarten through the 14th grade and into adulthood. The first experience should include a comprehensive career development plan and instruction in decision-making skills. Each student should have an individual career plan. Once a career plan is designed, the next step of technical skill development can be achieved through an assessment of skills, abilities and interests. Technical skill development, practical application of theory and a work-based learning experience will prepare students for initial employment or for additional, higher-level education. Therefore, program flexibility will encourage participants to take advantage of the variety of options that are open in today's high-skills labor market.

Where do programs take place and how are they structured?

As a part of the school to work system, occupational education programs are offered in 241 comprehensive high school districts and 21 county technical schools. Secondary school students who attend comprehensive high schools spend a full day in their local schools receiving both required academic courses and vocational training. County technical schools are organized as either full-time or shared-time schools. Full-time technical schools offer both academic courses and occupational training; shared-time schools provide occupational preparation while the sending districts enroll students in academic courses. In addition, local school to work programs will be developed to serve the labor demands of the state within the next five years.

What specific programs are provided through School to Work Initiatives?

Occupationally specific training is available on the secondary and postsecondary adult levels to prepare participants in more than 1,100 specific occupational areas.

These occupational areas are found in:

- Agriculture/Agribusiness Education
- Business Education/Marketing Education
- Health Occupations Education
- Home Economics Related Occupations
- Technology Education
- Trade and Industrial Education

In addition, the office provides specific linkages to employment and training opportunities provided through school to work, cooperative education and apprenticeship training. These programs provide on-the-job training, related classroom instruction and work site supervision.

Occupational education programs also include activities of student organizations which serve all occupational areas. These associations recognize

that classroom experience alone is not sufficient to assure the development of competent, aggressive leadership necessary in today's workplace environment. They also serve as a mechanism for business and industry involvement in occupational education. The following student organizations in New Jersey had 23,405 members in the 1991-92 school year:

- Distributive Education Clubs of America
- Future Business Leaders of America - Phi Beta Lambda
- Future Farmers of America
- Future Homemakers of America/Home Economics Related Occupations
- Health Occupations Students of America
- Technology Student Association
- Vocational Industrial Clubs of America

What are the responsibilities of the Office of School to Work Initiatives?

All unpaid and paid work experiences (including community based training, career development, preparatory services for school to work and occupational education programs) are the responsibility of the Office of School to Work Initiatives. It is the responsibility of the Office of School to Work Initiatives to ensure that all programs provide quality learning opportunities while providing a healthy and safe environment. These programs fall under New Jersey Administrative Code 6:43 and require program approval prior to the start of any vocational/occupational and school to work training. As required by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and School to Work Opportunities Act of 1994, coordinated activities between Individuals with Disabilities Education Act of 1990 and the Vocational Rehabilitation Amendments of 1992 are stressed to avoid the duplication of services and to assure that persons with disabilities are a part of the high-skill labor market.

How do you access services for individuals with disabilities?

Each child study team should coordinate with the career guidance counselor, and vocational/occupational teacher to design an individual career plan for each student. The individual career plan should directly relate to the student's Individualized Education Program and their Transition Plan. The attainment of marketable skills should be the goal for every student. With the goals of the Individualized Education Program in mind, the team should review the types of occupational education and/or school to work programs available and provide the information to the parents and students. Individualized Education Program should state the duty areas and tasks which will be learned by the student and include any modification necessary for the student. A collaborative approach to transition from school to work is the key to success for persons with disabilities.

For further information, please contact Ms. Cindi Bowman, Special Populations Coordinator at 609-984-5911.

The Northeast Curriculum Coordination Center New Jersey Department of Education

What is the NECCC?

The Northeast Curriculum Coordination Center (NECCC) is one of the six regional centers that make up the National Network for Curriculum Coordination in Vocational-Technical Education. Dedicated to providing leadership in curriculum coordination, the center also functions as a central source of curriculum information.

Services and Materials Available through the NECCC:

- Curriculum and related material collections feature —
 - Vocational and technical curriculum guides (available for loan)
 - Curriculum material catalogs from agencies throughout the country
 - Professional materials on vocational-technical education
 - Occupational task lists
 - V-TECS catalogs of performance objectives
 - Vocational equity resource materials
 - FAA resource collection
 - Computer searches of curriculum databases
 - National Network searches for curriculum materials available from other states and territories
 - Technical assistance in curriculum adaptation or development
 - Reference Materials
-

State Liaison Representative — The Key Link in the Network Chain

The Northeast Network State Liaison Representatives (SLR) serve primarily as informational pipelines. They are your most valuable link to the

NECCC, channeling your requests and curriculum needs to the center and spreading the word about the ongoing achievements and services of the Network. The name and phone number of the SLR for New Jersey is: Doris Dopkin, 908-290-1900.

What happens to your request after it reaches the Northeast Network?

After you've given your request for information to an SLR or mailed it to the NECCC, what happens to it? The following is a brief outline of our procedures for handling your request.

A search of the Center's resource files and collections

We'll search our files of task lists, previous computer searches, and curriculum material collections to see if what you need is on hand at the center. Our curriculum material collections contain curricula developed in our regional states as well as materials developed in other regions

Computer database searches

If it's not here, we'll find it for you. Our center computers have the capability to search a variety of databases. We will send to you a copy of any information obtained through the search (abstracts of the publications listed in the database, including ordering information).

Regional search

If we're not satisfied with the results of the computer search, we'll ask the Northeast region SLRs to check their states for appropriate curriculum under development.

NNCCVTE national search

If we do not have the materials you need in our collections, we can send your request by electronic mail to the Curriculum Coordination Centers in the other regions of the National Network. The regional centers will search their collections and their states for available information.

The Northeast Curriculum Coordination Center New Jersey Department of Education Contact Information

Northeast Curriculum Coordination Center

New Jersey State Department of Education • Division of Academic Programs and
Standards • Office of School to Work Initiatives • Crest Way • Aberdeen
NJ 07747

Voice 908-290-1900
FAX 908-290-9678

Occupational Competencies Project

New Jersey State Department of Education
Division of Academic Programs and Standards
New Jersey's State Occupational Competencies Project develops statewide standard competency lists that identify the skills required by employers for entry-level workers. Developed for a wide range of occupations, the competency lists will help schools develop or update curricula to meet employers' standards. Each list identifies the duties and tasks performed by workers in the occupation (entry-level and advanced tasks) as well as related academic skills necessary for the occupation and generic employability skills.

Vital to the relevancy and accuracy of the competency lists is the participation of workers and vocational educators in each occupational area under study.

The process

- A liaison committee provides advice on all aspects of the project. Members include representatives from the vocational and academic education and employer communities. Liaison committee members also share project news with their constituent groups.
- A list of duties and tasks is drafted by project staff using existing lists from nationwide sources.
- A technical committee of workers and supervisors in the field examines the list and accepts, deletes or modifies each competency and makes additions.
- An educator panel of teachers from the appropriate program area reviews the list and identifies related academic skills necessary for the occupation.
- The resulting second draft competency list is sent in survey form to employers and educators throughout the state. The survey participants verify the performance of each task, determine which are performed by entry-level workers and verify the list of related academic skills.
- The technical committee and educator panel finalize the competency list using the survey

results.

- The final lists are disseminated to local educators throughout the state.
- The lists will be used as the basis for the development of occupational cluster matrices, resource guides and test item banks.

List status

Completed/Disseminated Lists

Accounting Clerk/Bookkeeper
Automotive Technician
Billing Clerk
Buyer
Carpenter
Cashier
Child Care Attendant
Clerk Typist/Word Processor
Collision Repair Technician
Cook/Chef
Cosmetologist
Dental Assistant
Electrician
Food Server
General Office Clerk
Homemaker/Home Health Aide
Landscape Technician
Licensed Practical Nurse
Nursing Assistant
Personnel Clerical Assistant
Plumber/Pipefitter
Press Operator
Receptionist
Records Management Clerk
Salesperson
Sales Representative
Secretary
Shipping and Receiving Clerk
Stock Clerk

Lists Awaiting PTM Approval

Building Service Worker (Custodian)
Computer Operator
Front Desk Representative
Housekeeper - Lodging and Health Care Facilities

List Awaiting Final Committee Verification

Animal Care Technician

Lists Awaiting Survey Completion

Baker

Cabinetmaker

Diesel Fleet Technician

Graphic Designer

Health Information Specialist

Legal Secretary

Small Engine Repairer

Lists Awaiting Initial TC/EP Verification

Appliance Repairer—Electronic

Appliance Repairer—Major

Architectural Drafter

Bank Teller

Computer Systems Technician

Fast Food Worker

Dining Room Attendant

Electronics Technician

Financial Clerk

Greenhouse/Nursery Worker

Housekeeper—Home

Insurance Checker

Machine Repairer

Machinist

Medical Assistant

Medical Secretary

Tool Maker

Draft Lists Under Development

Mechanical Drafter

Resource Guides in Progress

Home Health Aide/Nursing Assistant

Secretarial/Administrative Support Cluster

these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting the student master each task prior to advancing to another.

Cognitive — Skills which emphasize the recall of knowledge and development of intellectual abilities.

Competency — The ability (including psychomotor, cognitive and affective skills) to perform a specific task or duty successfully to meet a specified standard.

Competency List — A list of tasks (including the cognitive and affective skills) required by a specific occupation.

Conditions — Describe the situation for competent performance, including tools and equipment to be used, and limitations under which the tasks will be performed.

DACUM (Developing a Curriculum) — A method of determining occupational competencies based on the principle that skilled workers are best able to describe their occupations. The workers, led by a facilitator, identify job tasks and duties through a modified brainstorming technique.

Dictionary of Occupational Titles (DOT) — A document published by the U.S. Department of Labor, Employment and Training Administration that groups occupations based on interrelationships of job tasks and requirements. The DOT is the source of the job descriptions used in this project.

Duty — A major segment of the work involved in an occupation; composed of a group of tasks that are related to each other by the nature of the work to be performed.

Entry-Level Skills — The set of competencies required of a beginning worker for immediate productivity in an occupation.

Job Description — One or two narrative paragraphs describing what a worker does and conditions under which the person works.

Incumbent Worker — An individual who is currently employed in an occupation.

Occupation — A specific position requiring the performance of specific tasks; the composite of regularly performed duties and tasks in a trade or profession. Essentially, the same tasks are performed by all workers having the same title (Job).

Glossary

The following terms may be unfamiliar to some readers or they may have different meanings to different individuals. The definitions below are used in the context of this project.

Affective — Skills which emphasize an attitude, feeling, emotion or degree of acceptance and rejection, usually referred to as employability skills in a vocational program.

CBVE (Competency-based vocational education) — A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve

Psychomotor — Skills which emphasize manipulation of materials or tools.

Task — A unit of work, with a definite beginning and ending, which is measurable and observable. A task consists of two or more steps and leads to a product, service or a decision.

Step — One of a series of procedures or activities that a worker performs to complete a task.

Verification — The process of assuring that a competency list includes all of the skills, knowledge, and attitudes required by an occupation. Verification is usually accomplished through group process or by survey (validation).

Working Conditions — The environmental conditions under which a worker performs a specific job.

References

A Handbook: Task Analysis. Vocational Education Service, University of Illinois at Urbana-Champaign, Urbana, IL, 1988.

Massachusetts Manual for Competency-Based Vocational Education Curriculum Development. Massachusetts State Department of Education, Quincy, MA, 1983.

Product Development Technical Reference Handbook. Vocational-Technical Education Consortium of States, Decatur, GA, 1989.

Working Hard for the Money: A Guide for Consultants in Curriculum Development. Virginia Vocational Curriculum Center, Glen Allen, VA, 1986.

Occupational Competencies Project Contact Information

Northeast Curriculum Coordination Center

New Jersey State Department of Education • Division of Academic Programs and Standards • Office of School to Work Initiatives • Crest Way • Aberdeen NJ 07747

Martha J. Huleatte, Ed.D., Project Director

Voice 908-290-1900

FAX 908-290-9678



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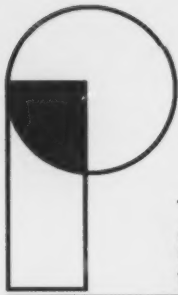
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 ensures federal assistance for vocational education programs in both secondary and postsecondary settings, until July 1, 1996. The new legislation continues the special populations emphasis of the 1984 law it replaced, including students with disabilities. With the 1990 Perkins Act, funding goes directly to local school programs. Priority must be given to targeting programs and/or sites with high concentrations of special population students. Each local agency receiving funds is required to follow these assurances:

- equal access to a full range of vocational programs
- provision of information no later than beginning of ninth grade
- establishment of appeal procedures for parents, students, teachers, and area residents concerned with decisions affecting their interests
- vocational education programs provided to students with disabilities in the least restrictive environment
- coordination among appropriate representatives from vocational education, special education, and vocational rehabilitation; progress toward vocational goals and objectives will be monitored through the IEP for students with disabilities
- assistance for students of special populations to enter vocational programs and receive transitional services required under IDEA
- assess needs of special populations with respect to successful completion of vocational programs in the most integrated setting possible
- provide supplementary services (curriculum, equipment and classroom modifications, support personnel, and instructional aids and devices)

- provide guidance, counseling, and career development activities by professionally certified counselors and teachers
- provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities

Adapted from Missouri LINCfact, University of Missouri
— Columbia, June 1991



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Section 118: Criteria for Services and Activities for Individuals Who Are Members of Special Populations

The Perkins Act specifies that states ensure equitable participation for members of special populations in vocational education programs. The assurances of equal access to recruitment, enrollment, and placement for special populations stipulated in Section 118 are criteria for states to consider when developing their program improvement plan.

Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the law states:

(a) **Assurances of Equal Access For Members of Special Populations.**

The State board, in its State plan, shall provide assurances that —

- (1) individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;
- (2) individuals who are members of special populations will be provided with equal access to

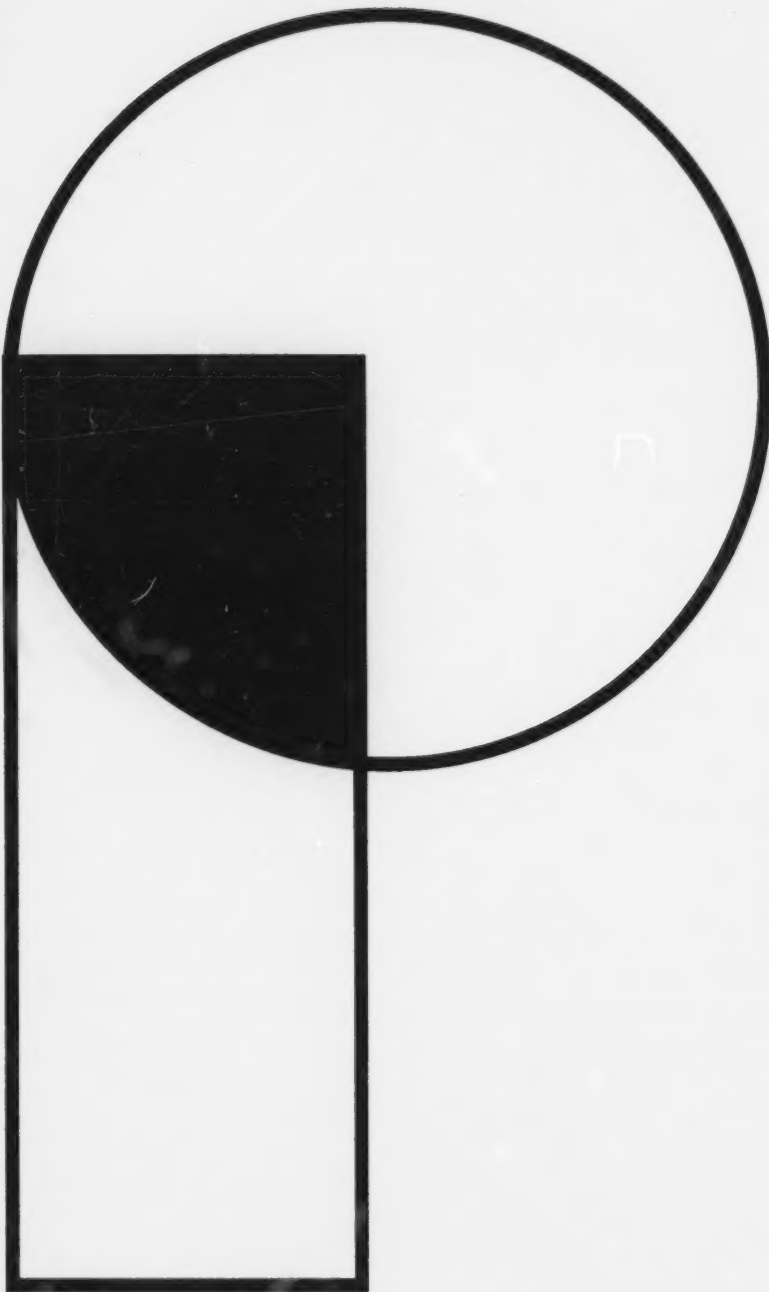
the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, co-operative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations;

- (3) (A) vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with section 612 (5) (B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614 (a) (5) of such Act;

- (B) students with handicaps who have individualized education programs developed under section 614 (a) (5) of the Education of the Handicapped Act shall, with respect to vocational educational programs, be afforded the rights and protections guaranteed such students under sections 512, 614, and 615 of such Act;
 - (C) students with handicaps who do not have individualized education programs developed under Section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such a program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3);
 - (D) vocational educational planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies; and
 - (E) the provision of vocational education to each student with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such student under section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists;
- (4) the provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and
- (5) (A) the requirements of this Act relating to individuals who are members of special populations-
- (i) will be carried out under the general supervision of individuals in the appropriate State educational agency of State board who are responsible for students who are members of special populations; and
 - (ii) will meet education standards of the State educational agency or State board; and
- (B) with respect to students with handicaps, the supervision carried out under subparagraph (A) shall be carried out consistent with and in conjunction with supervision by the State educational agency or State board carried under section 612(6) of the Education of the Handicapped Act.
- (b) Provision of Information.-
- (1) Each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning-
 - (A) the opportunities available in vocational education;
 - (B) the requirements for eligibility for enrollment in such vocational programs;
 - (C) specific courses that are available;
 - (D) special services that are available;
 - (E) employment opportunities; and
 - (F) placement.
 - (2) Each eligible institution that receives assistance under title II shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.
 - (3) The information provided under this subsection shall, to the extent practicable, be in a language and form the parents and students understand.
- (c) Assurances.-
- Each eligible recipient that receives assistance under title II shall provide assurances that such eligible recipient shall-
- (1) assist students who are members of special populations to enter vocational education programs, and, with respect to students with

handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;

- (2) assess the special needs of students participating in programs receiving assistance under title II with respect to their successful completion of the vocational education program in the most integrated setting possible;
 - (3) provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps
 - (A) curriculum modification;
 - (B) equipment modification;
 - (C) classroom modification;
 - (D) supportive personnel; and
 - (E) instructional aids and devices;
 - (4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services; and
 - (5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
- (d) Participatory Planning.-
The State board shall-
- (1) establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of program under this Act affecting their interests; and
 - (2) provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.



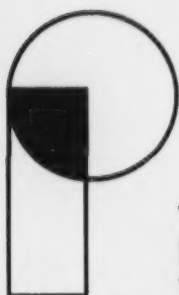
Section 3

New Jersey Division of Vocational
Rehabilitation Services

Centers for Independent Living

New Jersey Technology Assistive
Resource Program

New Jersey Department of Labor



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New Jersey Division of Vocational Rehabilitation Services

Fact Sheet

What is NJDVRS?

New Jersey Division of Vocational Rehabilitation Services (NJDVRS) is a state agency that helps persons with disabilities prepare for, obtain and keep their jobs. The NJDVRS staff are rehabilitation counselors who are trained to help people with disabilities become employed.

How does a transitioning youth get started?

The student, parent, school counselor or child study team member should call the nearest local NJDVRS office and ask to speak to a rehabilitation counselor. There is a rehabilitation counselor assigned to each school who works with that school's students. The locations and telephone numbers of the local NJDVRS offices are listed in this packet.

When should we call?

At any time the student is working on the transition plan in school, beginning at age 14, NJDVRS counselors can help with the planning. They can review vocational and medical assessments, provide advice on post high school vocational goals, discuss the local labor market, suggest training options and advise on assistive devices, adaptive devices and rehabilitation engineering and technology. They can do this by consulting over the telephone or by meeting with the student, parents, child study team or guidance counselor and attending the transition IEP or guidance conference.

When does the student really start working with a rehabilitation counselor?

Within two years of the planned graduation, a student can apply to NJDVRs. The rehabilitation counselor will arrange a meeting with the student and evaluate eligibility for NJDVRs services. Eligibility means the individual must: have a disability which makes it hard to get and keep a job without help; must be able to benefit from rehabilitation services; and must require rehabilitation services in order to work.

What happens next?

The student and the rehabilitation counselor will continue to meet and work on the plans included in the transition part of the IEP or guidance plan. Before the time of graduation, the rehabilitation counselor and the student will develop an Individual Written Rehabilitation Plan (IWRP). This plan will describe the services the student and the rehabilitation counselor believe are necessary to get and keep a job. It will probably be a continuation of the transition plans made while in school and could include a wide range of services, including vocational training, college education, training at the place of employment (often called on the job training, job coaching or supported employment), job seeking training and job placement. The counselor will continue working with the individual until a job has been found and the person has demonstrated the ability to keep the job. The counselor will be also be available in the future for postemployment services, if the individual needs help to maintain employment.



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A Guide to Utilizing the NJDVRS for Transition Planning and Services

The Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act Amendments of 1992 and the New Jersey Administrative Code require systematic and collaborative planning for successful transition to adulthood for students with disabilities.

The New Jersey Division of Vocational Rehabilitation Services (DVRS) is a major post secondary resource for many students with disabilities.

The mission of NJDVRS is to enable eligible individuals with disabilities to achieve an employment outcome consistent with their strengths, priorities, needs, abilities, and capabilities.

When developing individual transition plans or models for transition planning and programs, DVRS can give advice on vocational or medical assessments that would help child study teams make appropriate decisions identifying post secondary goals. When the school provides these assessments, DVRS can act as consultants on post secondary issues such as vocational training, transportation, assistive and adaptive devices, rehabilitation engineering and technology, post secondary education, the local labor market and the functional limitations of the disability.

The Division of Vocational Rehabilitation Services professionals are familiar with the myriad of jobs and work settings encountered in the labor

market including competitive, supported and sheltered employment and can provide information about a broad range of community based programs. Logistically, these consults could take place as informally as answering questions over the telephone. At other times the DVRS Counselor could become formally involved by attending the IEP meeting when the student, his/her parents, and the child study team meet to review diagnostic material gathered and agree on the goals for the transition plan. Services that DVRS is responsible for after the student exits the school system must be developed by the student and the DVRS counselor and must be included on the student's Individual Written Rehabilitation Plan (IWRP). DVRS cannot accept responsibility for any services on the IEP that are not a part of the student's IWRP.

It may not be appropriate for DVRS to open a case on every student with a disability or at the time the initial contact is made, but DVRS' inclusion as a member of the transition planning team should help achieve appropriate transition outcomes, timely eligibility decisions and movement into post secondary areas. An individual student's access to DVRS will be expedited when schools obtain the appropriate consent and release the student's current evaluation and achievement records to DVRS.

In addition, since the value of school sponsored programs for parents, students and educators regarding post secondary resources cannot be overstated, DVRS would be most willing to participate in such programs to help all concerned to better utilize DVRS. A student does not need to be classified to be eligible for DVRS, and not every classified student will be eligible for DVRS. The student must have a physical or mental impairment, must be able to benefit in terms of an employment outcome from vocational rehabilitation services and must require vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. DVRS offers a range of services, including medical and vocational evaluations (if needed to supplement existing records to determine eligibility or develop rehabilitation programs), vocational counseling, job placement, physical restoration services and training.

The provision of some services which DVRS must purchase, such as physical restoration and certain training, are based upon an individual's resources. Depending upon income, individuals may have to contribute to the cost of the services. When DVRS resources are not adequate to serve all eligible individuals those most severely disabled are given priority. DVRS funds nine Centers for Independent Living which in addition to their four core services: i.e. information and referral, peer counseling, advocacy and independent living skills training, can assist individuals in locating housing, transportation, recreational and social opportunities. An additional three centers will be operating in 1995.

A list of the eighteen DVRS local offices and its central office as well as a list of the twelve Centers for Independent Living funded by DVRS follow. Please call the office and/or Center serving your area to request information, make a referral or just get acquainted.

New Jersey Division of Vocational Rehabilitation Services Contact Information

Atlantic City

2100 Atlantic Avenue • Atlantic City NJ 08401-7083

Michael Fay, Manager

Voice 609-441-3080

TDD 609-441-3091

FAX 609-441-3284

Region Served Atlantic County

Bridgeton

40 E. Broad Street • Bridgeton NJ 08302-2881

Ron Rossell, Manager

Voice 609-453-3888

TDD 609-453-3923

FAX 609-453-3909

Region Served Cumberland and Salem Counties

Burlington

K-Mart Plaza • Rt. 541 • Burlington NJ 08016-4795

Lief Knudsen, Manager

Voice 609-387-7600

TDD 609-387-1856

FAX 609-239-0313

Region Served Burlington County

Camden

2600 Mt. Ephraim Avenue • Camden NJ 08104-3290

Carlotta Tavares, Manager

Voice 609-757-2781

TDD 609-756-2369

FAX 609-365-5805

Region Served Camden County

Deptford

251 N. Delsea Drive • Suite 26 • Deptford NJ 08096-1941

Leif Knudsen, Manager

Voice 609-384-3730

TDD 609-848-5302

FAX 609-384-3777

Region Served Gloucester County

Elizabeth

65 Jefferson Avenue • 2nd Floor • Elizabeth NJ 07201-2306

John Moreno, Manager

Voice 908-820-3112

TDD 908-820-3132

FAX 908-965-2976

Region Served Union County**Hackensack**

60 State Street • Hackensack NJ 07601-5471

Janice Pointer, Manager

Voice 201-996-8970

TDD 201-996-8881

FAX 201-996-8880

Region Served Bergen County**Hackettstown**

223 Stiger Street • Suite A • Hackettstown NJ 07840-1217

Sandra Sentner, Manager

Voice 908-852-4110

TDD 908-852-0213

FAX 908-813-9745

Region Served Sussex and Warren Counties**Jersey City**

438 Summit Avenue • Jersey City NJ 07306-3187

Carroll Mrowicki, Manager

Voice 201-217-7180

TDD 201-217-7290

FAX 201-217-7287

Region Served Hudson County**Morristown**

7 Sussex Avenue • 2nd Floor • Morristown NJ 07960-3886

Sandra Sentner, Manager

Voice 201-631-6304

TDD 201-539-3665

FAX 201-631-6309

Region Served Morris County**Neptune**

60 Taylor Avenue • Neptune NJ 07753-4844

Jim Coyle, Manager

Voice 908-775-1799

TDD 908-775-1711

FAX 908-775-1666

Region Served Monmouth County

Newark

124 Halsey Street • P.O. Box 226 • Newark NJ 07102-0226

Phyllis Lehr, Manager

Voice 201-648-3494

TDD 201-623-7304

FAX 201-648-3902

Region Served Newark City and Essex County**New Brunswick**

506 Jersey Avenue • P.O. Box 2672 • New Brunswick NJ 08091-2672

Susan Dougherty, Manager

Voice 908-937-6300

TDD 908-545-8147

FAX 908-937-6358

Region Served Middlesex County**Paterson**

370 Broadway • Paterson NJ 07501-2195

Ron Follette, Manager

Voice 201-977-4285

TDD 201-977-4297

FAX 201-279-5895

Region Served Passaic County**Rio Grande**

1136 Rt. 47 South • Rio Grande NJ 08242-1695

Michael Fay, Manager

Voice 609-886-9451

TDD 609-886-9454

FAX 609-886-6962

Region Served Cape May County**Somerville**

75 Veterans Memorial Drive East • Somerville NJ 08876-2952

Susan Dougherty, Manager

Voice 908-704-3030

TDD 908-545-8147

FAX 908-704-3476

Region Served Somerset and Hunterdon Counties**Toms River**

1510 Hooper Avenue • Suite 120 • Toms River NJ 08753-2225

Gail Burke, Manager

Voice 908-255-0836

TDD 908-255-0873

FAX 908-255-0899

Region Served Ocean County

Trenton

Labor Station Plaza • CN 959 • 28 Yard Avenue • Trenton NJ 08609-0959

Larry Fogg, Manager

Voice 609-292-2940

TDD 609-292-7848

FAX 609-984-3553

Region Served Mercer County**Trenton (Central)**

135 East State Street • CN 398 • Trenton NJ 08625-0398

Thomas G. Jennings, Director

Voice 609-292-5987

TDD 609-292-2919

FAX 609-292-8347



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Mission of the Centers for Independent Living in New Jersey

Centers for Independent Living are part of the disability rights movement, which asserts that each person, regardless of disability, shall have the same freedoms, rights and civil liberties as everyone else. In this movement, and its growing network of centers and services, people come first; each person's abilities are to be addressed in accordance with each person's needs, choices and priorities.

Independent living is a way of life. It is also a social and political movement that is changing both the way services are provided and the way people with disabilities should be integrated within our society.

The mission of Independent Living Services is to support "choice," "self-direction," and "independent living" for all people with disabilities. Independent Living is not just defined as "doing things by yourself," but rather it is "being in control of how things are done."

Centers for Independent Living are distinct in the pre-eminent roles people with disabilities play in the organization of their boards of trustees, their staffs, and their programs.

Centers for Independent Living boards must have a majority of people with disabilities as members.

Centers for Independent Living must employ a majority of qualified persons with disabilities.

Centers for Independent Living programs must respect the rights of individual members and consumers to make their own choices and decisions about the type and quality of services they want.

All Centers for Independent Living must provide four Core Activities:

1. Information and Referral
2. Peer Counseling/Support
3. Individual and Systems Advocacy
4. Independent Living Skills Instruction

Centers for Independent Living Contact Information

Alliance for Disabled in Action, Inc.

2050 Oak Tree Road • Edison, NJ 08820

Donald Crocker, Director

Voice/TDD 908-321-1600

FAX 908-321-1603 or 908-321-1601

Region Served Middlesex and Somerset Counties

Camden Independent Living Center

c/o Center for Independent Living of South Jersey

Mike Kennedy, Director

Region Served City of Camden

Center for Independent Living of South Jersey

Plaza 47 • 800 North Delsea Drive • Suite 6 • Westville NJ 08093

Mike Kennedy, Director

Voice 609-853-6490

TDD 609-853-7602

FAX 609-845-3013

Region Served Gloucester, Camden, Salem, Southwest Burlington, and Northern Cumberland Counties

Disabled Information Awareness & Living (DIAL) - Central

66 Mount Prospect Avenue, Building C • Clifton NJ 07013

Colleen Fraser, Executive Director • Susan Elmer, Director

Voice 201-470-8090

TDD 201-523-2521

FAX 201-470-8171

Region Served Essex and Passaic Counties

DIAL Newark & Union

c/o Commission for the Blind and Visually Impaired

153 Halsey Street • Fifth Floor • Newark NJ 07101

Tim Sharpe, Director

Voice 201-643-4642

TDD 201-643-4648

FAX 201-648-7674

Region Served Union County and City of Newark

DIAL Newark & Union

c/o Division of Vocational Rehabilitation Services

65 Jefferson Avenue • Second Floor • Elizabeth NJ 07201

Tim Sharpe, Director

Voice 908-965-2960 or 201-965-2961

TDD 908-820-3132

FAX 908-965-2976

Region Served Union County and City of Newark

DIAL Northwest

7 Boardwalk • Sparta NJ 07871

Heather Sciveizer, Director • John Halko, Independent Living Specialist

Voice 201-729-7155

TDD 201-729-3396

FAX 201-729-5889

Region Served Morris, Sussex, and Warren Counties**Heightened Independence & Progress (H.I.P.)**

131 Main Street, Suite 120 • Hackensack NJ 07601

Eileen Goff, Director

Voice 201-996-9100

TDD 201-996-9424

FAX 201-996-9422

Region Served Bergen and Hudson Counties**Heightened Independence & Progress (H.I.P.)**

c/o NJDVRS • 438 Summit Avenue • Jersey City NJ 07306-3187

Kathleen Wood, Hudson Branch Director

Voice 201-217-7188

TDD 201-217-7290

FAX 201-217-7287

Region Served Hudson County**Moceans Center for Independent Living**

279 Broadway • Long Branch NJ 07740

Patricia McShane, Director

Voice 908-571-4884

TDD 908-571-4878

FAX 908-571-4003

Region Served Monmouth and Ocean Counties**Project Freedom**Center for Independent Living of Mercer and Hunterdon Counties, Inc. 223 Hutchinson
Road • Robbinsville NJ 08691

Norm Smith, Associate Director

Voice 609-448-2998

TDD 609-448-7293

FAX 609-448-5821

Region Served Mercer and Hunterdon Counties**Resources for Independent Living, Inc.**

Masonville Square • 115 Centerton Road • Suite 6 • Mount Laurel NJ 08054

Pamela Reid, Director

Voice 609-273-7630

TDD 609-273-3718

FAX 609-273-3798

Region Served Burlington County

Total Living Center

231 Philadelphia Avenue, P.O. Box 342 • Egg Harbor City NJ 08215

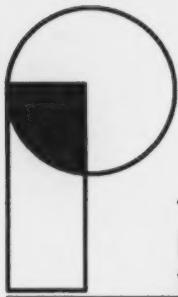
Carol Tucker, Director

Voice..... 609-965-3734

TDD 609-965-5390

FAX..... 609-965-1270

Region Served Atlantic, Cape May, Eastern Cumberland, and Southeast
Burlington Counties



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New Jersey Technology Assistive Resource Program

What is NJ TARP?

New Jersey Technology Assistive Resource Program (NJ TARP) is an assistive technology program funded by a grant from the U.S. Department of Education, through the National Institute on Disability & Rehabilitation Research. NJ TARP is administered by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services.

What is NJ TARP's mission?

NJ TARP's mission is to increase the awareness of and access to assistive technology for people across New Jersey. Information about existing assistive technology services and devices are provided to people of all ages and/or disabilities.

What is an assistive technology service or device?

An assistive technology service is any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. An assistive technology device is any item, piece of equipment, or product that is used to increase, maintain or improve functional capabilities of individuals with disabilities.

How can a user/potential user of assistive technology receive NJ TARP's assistance?

A consumer, family member, school counselor, child study team, or other school personnel should contact the NJ TARP regional technology resource center in their area or the equipment recycling center. NJ

TARP can also be contacted by calling, 1-800-DIAL-TEC where assistance is available in English and Spanish. The locations, telephone and TDD numbers of the centers are listed on the following page.

What are the activities of the regional resource centers?

The major activities of the centers are to respond to requests for information and referral. Consumers will be provided with information on specific products, assessments, eligibility, funding, service delivery, and product maintenance. Centers will also identify consumers in need of assistive technology who will benefit from case management.

What will NJ TARP be doing to assist students in New Jersey?

The center coordinators will meet with school personnel to organize a program that will expand the use of assistive technology in the school system. They will also inform students, parents, and school personnel on how assistive technology can benefit youths with disabilities.

What is the recycling center all about?

The New Jersey Assistive Devices Recycling Center located at the Matheny School and Hospital works to increase the availability and affordability of assistive technology by operating a used equipment clearinghouse. A bimonthly catalogue describing used items is published, and through a database, equipment needs and availability are tracked. The recycling center connects consumers or agencies in need of a device with someone who has a device to sell or donate. The center has also developed a program to refurbish computers, making them available through the assistive devices catalogue.

What if a student's need for assistive technology has not been considered or has been denied?

Acquiring assistive technology devices and services can be difficult and confusing. A number of Federal and State laws provide students with specific rights to assistive technology in certain situations. Further, there are a variety of resources which may provide funding for assistive technology to eligible students.

New Jersey Protection and Advocacy, Inc., (P&A) provides legal assistance and advocacy services to protect and advocate for the rights of people with disabilities. The P&A, through a contract with the TARP program, will provide information about legal rights to assistive technology, training to effectively access funding sources, and technical assistance to help students with disabilities and their families acquire appropriate devices and services. In certain situations where assistive technology has been inappropriately denied, the P&A may also provide legal representation at administrative and court proceedings and will seek to make systemic changes so that getting assistive technology becomes easier for all who need it.

For more information or to request technology-related protection and advocacy services, contact:

New Jersey Protection and Advocacy, Inc.
 210 South Broad Street • Third Floor •
 Trenton NJ 08608
 Nancy Faccone, Esquire, Assistive Technology Project Attorney
 Voice 609-292-9742 or 1-800-922-7233
 TDD 609-633-7106
 FAX 609-777-0187

New Jersey Technology Assistive Resource Contact Information

Administrative Office

New Jersey Technology Assistive Resource Program (NJ TARP)

135 East State Street • CN 938 • Trenton NJ 08625

Tim Montagano, Administrator

Voice 609-292-7498 or 1-800 DIAL-TEC

TDD 1-800-D-TARP-NJ

FAX 609-292-4616

NJ TARP Regional Assistive Resource Centers

Southern Technology Assistive Resource Center (STARC)

United Cerebral Palsy Association of New Jersey • 354 South Broad Street • Trenton NJ
08608

Helen Gabaldon, Coordinator

Voice 609-392-4004 Extension 545

TDD 609-392-7044

FAX 609-392-3505

Region Served Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and
Salem Counties

Central Technology Assistive Resource Center (CTARC)

Childrens Specialized Hospital • 94 Stevens Road • Toms River NJ 08755-1237

Rick Ringhof, Coordinator

Voice 908-914-1100 Extension 767

TDD 908-914-2079

FAX 908-914-2079

Region Served Hunterdon, Mercer, Middlesex, Monmouth, Ocean, and Somerset Counties

Northern Technology Assistive Resource Center (NTARC)

Kessler Institute for Rehabilitation • 1199 Pleasant Valley Way • West Orange NJ 07052

Susan Drastal, Rehabilitation Technologist

Voice 201-243-6975 or 1-800-248-3221 Extension 2799

TDD 201-325-7037

FAX 201-325-5583

Region Served Bergen, Essex, Hudson, Morris, Passaic, Sussex, Union, and Warren
Counties

New Jersey Assistive Devices Recycling Center

Matheny School and Hospital • Main Street • Peapack NJ 07977

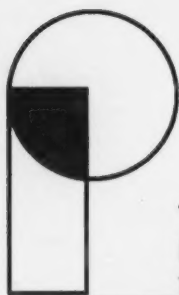
Stefan Glut, Project Manager

Voice 908-234-0011 Extension 218

TDD 908-234-1227

FAX 908-719-2137

Region Served Statewide



**The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities**

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Rehabilitation Act of 1973, as amended

The Rehabilitation Act was the most comprehensive civil rights legislation for people with disabilities when it was first passed almost two decades ago.

The Rehabilitation Act is the federal legislation that provides: basic grants to states to assist individuals with disabilities to become gainfully employed; and provides funds for programs in independent living, research, training, assistive technology, personal assistance, and projects with industry.

The most well-known provision of the Rehabilitation Act is Section 504, which prohibits discrimination in federally funded programs, and provides for the removal of federal funds when a finding of discrimination is made. The Rehabilitation Act Amendments of 1992, drafted after strong consumer input, contain many consumer-oriented provisions that were absent in the Rehabilitation Act of 1973.

The new Rehabilitation Act Amendments include the following provisions:

- streamlined eligibility
- transition procedures from high school to rehabilitation programs
- increased opportunities in supported employment programs
- expanded assistive technology services
- expanded personal assistance services
- expanded independent living programs
- expanded choice of services by recipients

- training of consumers, parents, and other family members on their rights under the Rehabilitation Act
- Rehabilitation Advisory Councils in every state, composed of a majority of persons with disabilities — to provide input to state agencies on the delivery of services.

The Rehabilitation Act Amendments of 1992 state that . . .

"The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the indi-

vidual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation."

This definition of transition services duplicates the one included in the Individuals with Disabilities Education Act (IDEA). It is important to note, since numerous amendments were added to P.L. 102-569 related to transition. The amendments recognize that many students with disabilities will exit the school systems requiring rehabilitation programs. The state agency must specifically address development of policies that will be implemented to assure that rehabilitation agencies coordinate with state education agencies, in order to assure that students exiting the schools who require rehabilitation services receive those services with no break in services. Thus an eligible individual's Individualized Written Rehabilitation Program (IWRP) should be completed BEFORE the individual leaves the school system. The transition provisions added to the Act do not shift the burden for transition planning from education to rehabilitation. Instead, they will force coordination and collaboration between the two systems so there will be no gap in service for eligible students.

in clause (i) through (iii) are included in an individualized education program of the student, including the specification of plans for coordination with the educational agencies in the provision of transition services;

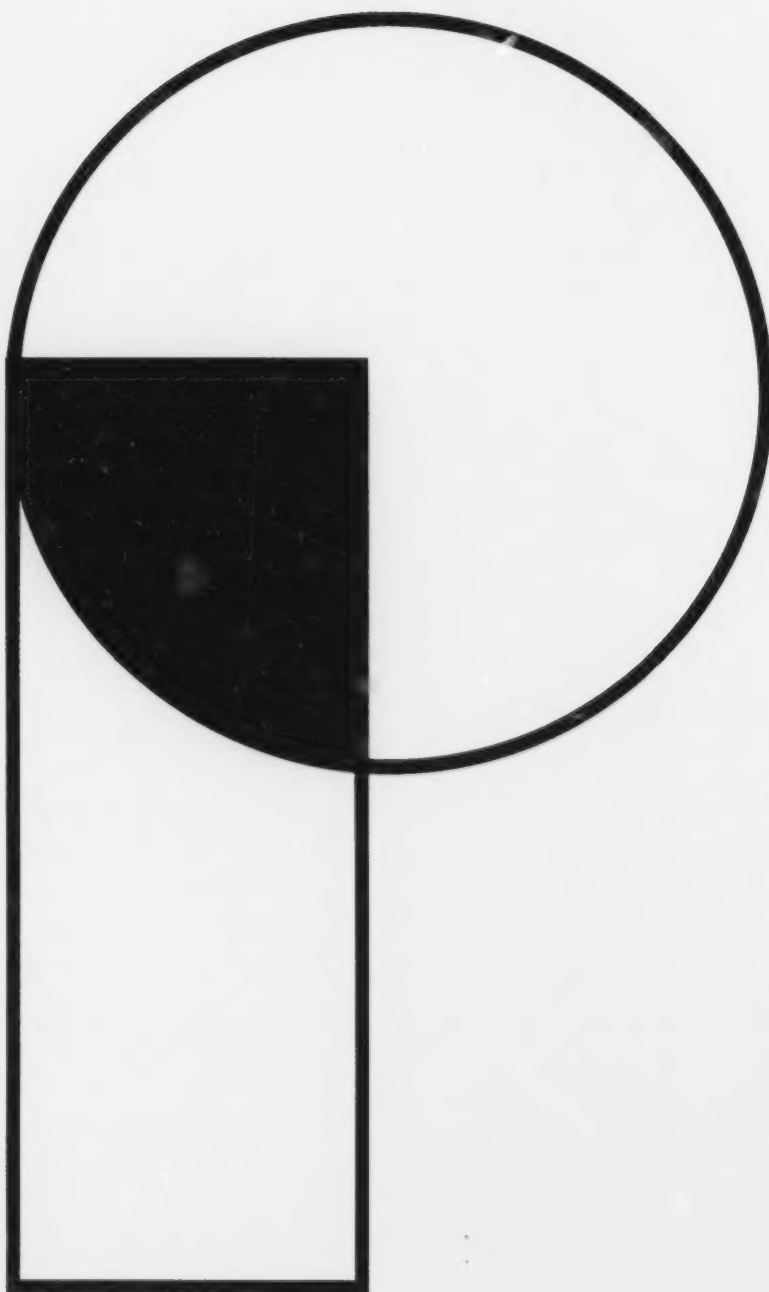
- B) facilitate the transition from the provision of a free appropriate public education under the responsibility of an educational agency to the provision of vocational rehabilitation services under the responsibility of the designated State unit, including the specification of plans for coordination with educational agencies in the provision of transition services authorized under section 103(a)(14) to an individual, consistent with the individualized written rehabilitation program of the individual; and
- C) provide that such plans, policies, and procedures will address —
 - (i) provisions for determining State lead agencies and qualified personnel responsible for transition services;
 - (ii) procedures for outreach to and identification of youth in need of such services; and
 - (iii) a time frame for evaluation and follow up of youth who have received such services (Sec. 101(a)(24)).

Adapted from the Virginia Commonwealth University, RRTC/SETAC Newsletter, Winter 1993

New State Plan Requirements for Transition

Each state plan must contain plans, policies, and procedures to be followed (including entering into a formal interagency cooperative agreement...with education officials responsible for the provision of a free appropriate public education to students who are individuals with disabilities) that are designed to:

- A) facilitate the development and accomplishment of —
 - (i) long-term rehabilitation goals;
 - (ii) intermediate rehabilitation objectives; and
 - (iii) goals and objectives related to enabling a student to live independently before the student leaves a school setting, to the extent the goals and objectives described



Section 4

New Jersey Commission for the Blind
and Visually Impaired

New Jersey Division of
Developmental Disabilities

New Jersey Division of Mental Health
Services

New Jersey Division of Youth and
Family Services

New Jersey Department of Human
Services



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New Jersey Commission for the Blind and Visually Impaired

Fact Sheet

What is NJCBVI?

The Commission for the Blind and Visually Impaired (CBVI) is a division in the Department of Human Services; the Commission provides a wide range of services to citizens of New Jersey who are blind or visually impaired.

- The Commission's role is to ensure that each person is provided the opportunity to live a productive life to the maximum of his or her unique capacity.
- The goal of the Commission's Educational Services program is to provide those services which allow a visually impaired student to participate in all educational activities.
- The goal of Vocational Rehabilitation Services is to assist individuals to obtain and maintain suitable employment.
- The goal of the transition unit within vocational rehabilitation is to provide a continuum of support services to facilitate transition from education to the world of work.

The transition counselor confers di-

rectly with students, parents and school personnel concerning all aspects of the transition process.

How does a Transitioning Youth Get Started?

The student, parent, school counselor or child study team member should call the NJCBVI's Statewide Office of Transition Services. This office is located at 153 Halsey Street, Newark, NJ 07101 (Refer to NJCBVI Contact Information section.)

A student is then contacted in the school setting (usually early in the sophomore year) to initiate the career exploration process. Students in special education classes are generally referred during their last two years of school.

When Should We Call?

Referrals may be made directly to the transition rehabilitation counselor by a school district, the family or other service providers. Referrals may be for consultation purposes only, or for any one of the specific services provided under the umbrella of transition services. Transition services include, but are not limited to the following:

- Specific career guidance, or vocational rehabilitation information of a more generic nature
 - Resources and possibly counseling for parents who request information
 - Career awareness for individuals and groups of students
 - Provision of psychometric testing
 - Provision of vocationally related equipment and services
 - Participation, as appropriate, in one or more of the Commission's transition programs/activities such as:
 - College readiness evaluation
 - Summer work experience programs
 - Post High School Workshops for parents/youth
 - Job Seeking Skills
-

When Does the Student Really Start Working with a Rehabilitation Counselor?

Within two years of the planned graduation, a student can apply to NJCBVI. The rehabilitation counselor will arrange a meeting with the student and evaluate eligibility for NJCBVI services. Eligibility means the individual must: have a disability which makes it hard to get and keep a job without help; must be able to benefit from rehabilitation services; and must require rehabilitation services in order to work.

What Happens Next?

The student and the rehabilitation counselor will continue to meet and work on the plans included in the transition part of the IEP or guidance plan. Before graduation, the rehabilitation counselor and the student will develop an Individual Written Rehabilitation Plan (IWRP). This plan will describe the services the student and the rehabilitation counselor believe are necessary to get and keep a job. It will probably be a continuation of the transition plans made while in school and could include a wide range of services, including specific vocational training, college education, training at the place of employment (often called on the job training or supported employment), job seeking training and job placement. The transition unit of NJCBVI has a component which works with college students. These counselors work exclusively with college students and college personnel.

If you have any questions, or need information regarding Commission services for transition school-age students, please contact the Transition Supervisor in the Statewide Office as shown in the Contact Information listing.

A Guide to Utilizing the New Jersey Commission for the Blind and Visually Impaired for Transition Planning and Services

The Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act Amendments of 1992 and the New Jersey Administrative Code require systematic and collaborative planning for successful transition to adulthood for students with visual disabilities.

The New Jersey Commission for the Blind and Visually Impaired is a major post secondary resource for many students with visual disabilities.

The mission of NJCBVI is to enable eligible individuals with vision problems to achieve an employment outcome.

When developing individual transition plans or models for transition planning and programs, NJCBVI can give advice on vocational or medical assessments that would help child study teams make appropriate decisions identifying post secondary goals. When the school provides these assessments, NJCBVI can act as consultants in school related issues such as vocational training, transportation, assistive and adaptive devices, rehabilitation engineering and technology, post secondary education, the local labor market, and the functional limitations of the visual disability.

The New Jersey Commission for the Blind and Visually Impaired professionals are familiar with the myriad of jobs and work settings encountered in the labor market, including competitive and supported employment, and can provide information about a broad range of community based programs. Logistically, these consultations could take place as informally as answering questions over the telephone. At other times the NJCBVI Counselor could become formally involved by attending the IEP meeting when the student, his/her parents, and the child study team meet to review diagnostic material gathered and agree on the goals for the transition plan.

It may not be appropriate for NJCBVI to open a case on every student with a disability or

at the time the initial contact is made, but NJCBVI's inclusion as a member of the transition planning team should help achieve appropriate transition outcomes, timely eligibility decisions and movement into post secondary areas. An individual student's access to NJCBVI will be expedited when schools obtain the appropriate consent and release that student's current evaluation and achievement records to NJCBVI.

In addition, since the value of school sponsored inservice training programs for parents, students and educators regarding post secondary resources cannot be overstated, NJCBVI would be most willing to participate in such programs to help all concerned to better utilize NJCBVI. A student does not need to be classified to be eligible for NJCBVI vocational rehabilitation services, and not every classified student will be eligible for NJCBVI. The student must have a physical or mental impairment that is a substantial impediment to employment, must be able to benefit in terms of an employment outcome from vocational rehabilitation services and must require vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. NJCBVI offers a range of services, including medical and vocational evaluations (if needed to supplement existing records to determine eligibility or develop rehabilitation programs), vocational counseling, job placement, physical restoration services, and training. The provision of some services which NJCBVI must purchase, such as physical restoration and specific training, are based upon an individual's resources.

A complete list of the NJCBVI local offices and its central office is given in the Contact Information listing. Please call the transition unit listed under Statewide Services at the 153 Halsey Street, Newark, location to request information, make a referral, or just get acquainted.

New Jersey Commission for the Blind and Visually Impaired Contact Information

If you have any questions, or need information regarding Commission services for school-age students, please contact the Transition Supervisor in the Statewide office as shown immediately below.

Statewide Services

153 Halsey Street • 5th Floor • Newark NJ 07101
 Transition to Adulthood Programs, John Fagan, Supervisor
 Voice 201-648-2588
 Deaf-Blind Programs, Francine Serrao
 Voice 201-648-2697
 TDD 201-648-4559
 FAX 201-648-7674
Region Served New Jersey

Northern Region Office

100 Hamilton Plaza • Paterson NJ 07505
 James Noel
 Voice 201-977-4214
 FAX 201-977-8225
Region Served Bergen, Hudson, Morris, Passaic, Sussex and Warren Counties

Metro District Office

153 Halsey Street • 5th Floor • Newark NJ 07101
 Jesse Franklin, High School Counselor
 Voice 201-648-4794
 TDD 201-648-4559
 FAX 201-648-7674
Region Served Essex, Somerset and Union Counties

Central Region Office

1510 Hopper Avenue - Suite 2400 - Toms River NJ 08753
 Voice 908-255-0903
 FAX 908-255-0904
Region Served Monmouth, Ocean, Hunterdon, Mercer and Middlesex Counties

Southern Region Office

101 Haddon Avenue • Camden NJ 08103
 Elizabeth Moyer, Transition Counselor
 Voice 609-757-2776
 TDD 609-756-2394
 FAX 609-757-4658
Region Served Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem Counties

Administration

153 Halsey Street • 6th Floor • Newark NJ 07101

Policy and Planning, Joan Ladyka, Coordinator of Education Service

Voice.....201-648-2783

FAX.....201-648-3389

Field Operations, Catherine Miller, Chief of Field Operations

Voice.....201-648-4797

TDD 1-800-962-1233

FAX.....201-648-3389

Region Served New Jersey



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New Jersey Division of Developmental Disabilities

Fact Sheet

What is DDD?

New Jersey Division of Developmental Disabilities (DDD) provides programs and services to assist people with developmental disabilities to live and work in their communities as independently as possible. This involves the provision of available services in the least restrictive environment based on each individual's safety and support needs.

What services and programs are available?

Services available from DDD include Advocacy, Intake/Eligibility, Case Management, Family Support, Respite, Specialized Equipment and Guardianship. Residential programs include but are not limited to

Skill Development Homes, Family Care Homes, Group Homes, Supervised Apartments, Supportive Living and Independent Apartments. A variety of vocational programs are offered including Adult Training, Work Activities, Extended Employment at Sheltered Workshops and Supported Employment. Services are based upon need and the availability of resources.

Who is eligible for DDD's services and programs?

DDD's services and programs are not entitlements but are made available through an eligibility determination process. The federal definition of a developmental disability is used to determine that an individual is eligible for services. This requires that a mental or physical impairment is apparent prior to age 22, is lifelong and substantially limits the individual in three of the following areas: self care,

learning, mobility, communication, self direction, economic self sufficiency and ability to live independently.

Mental retardation, autism, cerebral palsy, epilepsy, spina bifida and other neurological impairments are examples of some developmental disabilities.

How does the student apply for eligibility?

Individuals interested in applying for DDD services may contact a Community Services Regional Office and speak with a representative from the Intake Unit. Each regional office processes applications for services, makes eligibility determinations, recommends services and provides information and referrals. This office must be contacted in order to initiate the intake process. Listed on the next page are the locations and telephone numbers of the Community Services Regional Offices that serve specific counties.

When should the student apply for services?

Although a student with a disability may apply for DDD services at any time, the initiation of an application as a part of the transition process is dependent on the individual student's service needs. There are some individuals with extensive support/service needs who can benefit from case management and other services while they are still in school. These individuals should be referred earlier in the transition planning process and will be required to undergo a full eligibility determination procedure. However, not all individuals with developmental disabilities require the services of DDD. Others may only be interested in support services for which there is an abbreviated eligibility determination procedure available. These individuals can be referred as needs are identified for which support services are available.

Students who are seeking supported employment opportunities following graduation, should apply to DDD at the same time they apply to the Division of Vocational Rehabilitation Services

(DVRS). DVRS supports the student through the intensive training phase and DDD assumes responsibility after the student enters the long term support phase. Therefore, it is essential that the student be determined eligible for both agencies.

If there are any questions regarding the appropriateness of a referral to DDD, clarification can be provided by discussing the process with the Community Services Intake Unit.

New Jersey Division of Developmental Disabilities Contact Information

Morris, Sussex, and Warren

1-B Laurel Drive • Flanders NJ 07836

Voice 201-927-2600

Bergen, Hudson, and Passaic

100 Hamilton Plaza • Room 905 • Paterson NJ 07505

Voice 201-977-4004

Essex, Somerset, and Union

65 Springfield Ave • Springfield NJ 07081

Voice 201-379-1700

Hunterdon, Mercer, Middlesex, Monmouth and Ocean

Capitol Place One • 222 South Warren Street • CN700 • Trenton NJ 08625

Voice 609-292-4500

Burlington and Camden

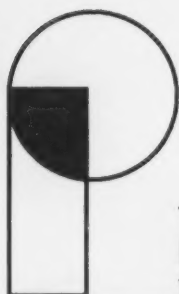
101 Haddon Avenue • Suite 17 • Camden NJ 08103-1485

Voice 609-757-4700

Atlantic, Cape May, Cumberland, Gloucester, and Salem

Route 30 and Elvins Avenue • Hammonton NJ 08037

Voice 609-561-5070



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New Jersey Division of Mental Health Services

Fact Sheet

What is NJDMHS?

New Jersey Division of Mental Health Services (NJDMHS) is the state agency with responsibility for the development, coordination, and operational support of a comprehensive mental health system in New Jersey. Its role is to promote opportunities for children, youth, and adults with serious emotional disabilities to maximize their ability to live, learn, work, and socialize in their communities. The Division accomplishes its mission by providing inpatient psychiatric services through its seven regional and specialty hospitals and by arranging for an array of statewide community services through contracts with private nonprofit organizations.

What NJDMHS services might assist a transitioning youth?

The student may receive direct services in the community from mental health organizations or may ask for information and consultation from the Division or its providers. The services and information include individual, group or family counseling, case management, partial care, screening and emergency services, supported employment for youth 18 and older, supported postsecondary education, and advocacy services.

When should a transitioning student contact NJDMHS or one of its agencies?

A student who is 14 years or older should contact NJDMHS at any time that they are working on a transition plan in school and would like to consult with or access the services of the Division. These services may help the student develop their transition plan or assist in its implementation.

How does a transitioning student access a service provided by NJDMHS or one of its agencies?

A student may contact their area mental health provider by looking in the front of the local telephone book under mental health or contact the appropriate regional office of the Division and ask for the regional children's specialist.

New Jersey Division of Mental Health Services Contact Information

Northern Region

100 Hamilton Plaza • Paterson NJ 07505

Anne DeMuro, Assistant Director • Michelle Veduz Deeny, Regional Coordinator • Leslie Myers, Children's Services Coordinator

Voice 201-977-4397

FAX 201-977-4569

Region Served Bergen, Hudson, Morris, Sussex, Passaic, and Warren counties

Central Region

50 East State Street • 3rd Floor • Trenton NJ 08625

Theresa Wilson, Assistant Director • Florence Graham, Regional Coordinator • Judith Bretzger, Children's Services Coordinator

Voice 609-777-0674

FAX 609-777-0835

Region Served Essex, Hunterdon, Mercer, Middlesex, Monmouth, Ocean, and Somerset counties

Southern Region

Ancora Psychiatric Hospital • Evergreen Hall • Hammonton NJ 08037

Jon Poag, Assistant Director • Barbara Neary, Regional Coordinator • Marilyn Cooradetti, Children's Services Coordinator

Voice 609-567-7352

FAX 609-567-4468

Region Served Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem counties

Supported Employment or Supported Postsecondary Education

NJDMHS • Office of Human Resource and Development • CN 727 • Trenton NJ 08625-0727

Steven M. Fishbein, Director, Human Resources and Rehabilitation Department

Voice 609-777-0651

FAX 609-777-0835 or 609-777-0673

Region Served New Jersey

Office of Children's Services

NJDMHS • CN 727 • Trenton NJ 08625-0727

Lynn Kiernan, Assistant Director

Voice 609-777-0745

FAX 609-777-0835

Region Served New Jersey

Other helpful numbers —

The Mental Health Association in New Jersey

60 South Fullerton Avenue • Montclair NJ 07042
 Voice 201-744-2500
 FAX 201-744-1026
 Region Served New Jersey

New Jersey Alliance for the Mentally Ill (NJAMI)

200 West Street • Trenton NJ 08608
 Voice 609-695-4554
 FAX 609-695-0908
 Region Served New Jersey

Collaorative Support Programs of New Jersey (CSPN)

30 Broad Street • Freehold NJ 07728
 Voice 908-780-1175
 FAX 908-780-8977
 Region Served New Jersey

The New Jersey Self Help Clearinghouse

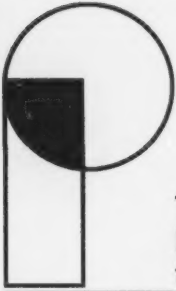
6 Hinchman Avenue • Denville NJ 07834-2995
 Voice 1-800-FOR-MASH
 TDD 201-625-9053
 FAX 201-625-8848
 Region Served New Jersey

Parents United for Self Help (PUSH)

15 Alden Street • Suite 11-12 • Cranford NJ 07016
 Voice 908-272-0300
 FAX 908-272-5696
 Region Served New Jersey

Statewide Parents' Association for the Children's Effort (SPACE)

60 South Fullerton Avenue • Room 105 • Montclair NJ 07042
 Voice 201-677-3259
 Region Served New Jersey



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New Jersey Division of Youth and Family Services

Fact Sheet

What is DYFS?

The Division of Youth and Family Services (DYFS), a component of the State Department of Human Services, is New Jersey's comprehensive social services agency for children, families and adults. The primary purpose of DYFS is to preserve and strengthen families and to protect children from harm.

The mission of DYFS is to:

- Protect vulnerable children from abuse, neglect or exploitation
- Support family preservation and community living
- Prevent family violence and disruption

DYFS provides a variety of services to encourage and strengthen family life so that families will stay together and function smoothly on their own. These services are provided to New Jersey residents through a network of local District Offices, serving all 21 counties, Adoption Resource Centers, DYFS-oper-

ated Day Care Centers, State-operated Group Homes, Residential Treatment Centers and a wide array of contract social services through community providers.

What services and programs are available?

Many people know DYFS as a child protection agency. The Division does, in fact, provide services specifically targeted to protecting children from abuse, neglect, abandonment or exploitation:

Child Abuse Investigations

When reports of suspected child abuse, neglect, exploitation or abandonment are received by DYFS, the division is mandated by law to conduct investigations to determine if the child has suffered any harm or is at risk of suffering harm. From information gathered during a fact-finding investigation, determination is made regarding if any services are to be

provided to the family or to ensure protection of the child.

Protective Services

DYFS provides direct services to more than 50,000 children and their families. Most of these children live with their families. DYFS provides services directly or refers the family to treatment or social services programs operated by other public or private agencies. These may include day care, home-maker, parenting education, counseling and respite care.

Case Management

The primary purpose of case management is to address clients' needs. Together, DYFS and the client develop an individualized case plan, which is administered by DYFS either through the direct provision of appropriate services or by arranging for services through the division's contract service providers.

But most people do not realize that DYFS does much, much more. We also fund and coordinate vital programs to help children and strengthen families in communities around the State. These include domestic violence programs, homeless and refugee programs, teen pregnancy prevention programs, and many others. Other services provided by DYFS are:

Child Care

DYFS helps plan and fund day care programs for children of all ages. DYFS also funds the statewide Child Care Resource and Referral System for parents/caretakers seeking information about licensed child care centers and registered family day care homes.

Foster Care

DYFS, in cooperation with foster parents, provides temporary substitute care for children whose parents are unable or unwilling to care for them. Support services help reunite the children with their families whenever possible.

Adoption Services

DYFS is the State's largest adoption agency, placing hundreds of children with secure and loving families every year. The Adoption Program includes family orientation and counseling, support services such as medical and psychological counseling and post adoption services, as well as other programs that help

families cope with such an important experience before, during and after the adoption process.

Adult Protective Services

Adult Protective Services units in every county investigate and respond to reports of abuse, neglect or exploitation of the elderly and adults with disabilities.

Family Preservation Services

Family Preservation Services (FPS) provide intensive in-home family education and crisis intervention to families with a child at risk of out-of-home placement. Community FPS programs teach families skills, such as anger management, problem-solving and parenting.

Counseling

DYFS funds several psychological/therapeutic treatment services to children and families who need counsel/advice to cope with stress or other family-related problems.

Information and Referral

When families need help, DYFS provides information about community services and may refer families to available resources through its local district offices in each county.

Licensing

DYFS inspects, evaluates, monitors and licenses child care centers, adoption agencies, children's shelters, group homes and residential treatment centers to ensure compliance with State licensing or other regulatory requirements for life safety and program practices.

Domestic Violence Shelter Services

DYFS arranges for and supports advocacy and counseling services to battered women and their families through 24-hour multi-service agencies that also provide shelter care to victims of domestic violence.

Independent Living Programs

When no other resources are available or appropriate for adolescents (15 years of age or older) who are able to function responsibly without continuous adult supervision, but who have no other appropriate supervised living arrangement or sufficient financial support, DYFS arranges for the child to participate in an Independent Living Program.

Residential Placement

Residential treatment is part of a long-term plan for a permanent living arrangement for a child. Treatment services as well as room and board for children with emotional/behavioral problems are provided when it is determined that less restrictive home-based or community-based services cannot meet the child's needs.

Group Home Care

DYFS arranges for structured and supervised living arrangements for children with emotional and/or behavioral problems. Families with children who have difficulty adjusting to their schools or to their natural or foster family situations or children in need of a transitional living arrangement after completing a residential treatment program before returning to their homes or to an independent living program, also may qualify for group home services.

Teaching Family Homes

Teaching Family Homes provide a highly structured behavior modification treatment program within a family-like setting for youth with severe behavior disorders and other special needs.

Homemaker Services

In-home services may be provided to families with emotional or physical disabilities who need assistance or support in caring for their families or maintaining their households.

Respite Care

DYFS may arrange for respite care to provide temporary relief to specific caretakers (i.e., Special Home Service and Teaching Family Providers) to help alleviate stress and enable them to take some time off from the daily pressures of their child care responsibilities to avoid burn-out.

Service to Children with HIV Infection

DYFS funds specialized child care, health and social services to children with HIV infection and their families. DYFS also funds transitional care homes for these children, whose families are unable or unwilling to care for them.

Special Home Service Provider Program (SHSP) for Medically Fragile Infants and Children

The SHSP Program, the first in this country, trains and provides caring families for medically fragile

children (children born with the HIV virus, born exposed to substance abuse or other serious medical problems) until they can return to their own families or other permanent homes.

Who is eligible for DYFS's services and programs?

Any family or individual who lives in New Jersey may request help from DYFS. People who may receive help either directly from the Division or through services provided by other agencies under contract with DYFS include:

- families experiencing conflicts, poor health, emotional distress or other problems which interfere with the parents' ability to care for their children;
- parents who need help raising their children or managing family resources;
- expectant parents who need guidance in planning their own and their babies' futures;
- children whose health and well-being are at risk because they are or have been abused or neglected;
- victims of domestic violence;
- persons who want to adopt a child or provide temporary care for children whose parents are unable or unwilling to care for them;
- families whose children have physical, psychological or emotional handicaps that require special services or treatment;
- children who have serious difficulty coping with their families, schools, peers or other community groups;
- parents interested in finding day care or other services for their children.

When families or individuals first come to a DYFS office, an experienced Family Service Specialist will discuss their problems and needs with them. Once it is decided what these needs are, the worker will help the family develop a case plan that responds to its specific needs and either arranges for appropriate DYFS services to meet those needs, or refers the family to other government or community agencies that can help.

DYFS and the Law

New Jersey law states, "Any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report the same immediately to the Division of Youth and Family Services by telephone or otherwise" (N.J.S.A. 9:6-8.10).

When a person reports that a child is being or may have been abused, neglected or abandoned, State law mandates DYFS to investigate the matter and, if necessary, to arrange for the protection of the child and for treatment of both parents and child. Sometimes, to protect children from imminent danger, it is necessary to remove them from their own homes and place them in another home. However, DYFS makes every effort to reunite families as soon as the home environment is no longer a threat to the child.

Trained Family Service Specialists in each DYFS district office receive, screen and evaluate reports of child abuse and neglect during normal working hours (9 am to 5 pm).

Office of Child Abuse Control (OCAC) 1-800-792-8610

The DYFS Office of Child Abuse Control receives reports of child abuse, neglect or abandonment 24 hours a day, seven days a week, through a toll-free statewide hotline. This office, staffed by experienced employees with backgrounds in social work, handles thousands of calls each year from parents, children and agencies. Because of the urgent nature of protective service investigations, each district office has a Special Response Unit (SPRU), an after-hours unit of workers who respond to emergencies and reports that require immediate response after regular working hours, on weekends and holidays.

Institutional Abuse Investigation Units (IAIUs) 1-609-292-0617

Allegations of child abuse or neglect in foster homes or any public or private facility responsible for the care of children other than the child's home are handled by the Institutional Abuse Investigation Units. Examples of institutional settings are: schools, child care centers, foster homes, residential facilities and shelters.

Whom to Call

Child Abuse Reporting Hotline 1-800-792-8610

To report suspected child abuse or neglect 24 hours a day, seven days a week

Director's Action Line 1-800-331-DYFS

For questions or concerns about DYFS

Family Helpline 1-800-THE KIDS

For families under stress or in crisis, to find out about services in their communities

Foster Home Recruitment Hotline 1-800-222-0047

For information about becoming a foster parent

Adoptive Parent Recruitment Hotline 1-800-99-ADOPT

For information about becoming an adoptive parent

Domestic Violence 1-800-572-SAFE

Information and referral for victims

Child Care Resource and Referral System 1-800-3-DAY-CARE

For information about child care services, including family day care or to find out how to become a registered family day care provider

Boarding Home Complaint/Adult Protective Services Hotline 1-800-792-8672

To report suspected abuse, neglect or exploitation of vulnerable adults

Division of Youth and Family Services Contact Information

Atlantic County

Atlantic County District Office • 10-14 South New York Avenue • Atlantic City NJ 008401

David Oldis, Manager

Voice 609-441-3232

TDD 609-345-1987

FAX 609-344-3815

Region Served Atlantic County

Bergen County

Bergen District Office • 60 State Street • 3rd floor • Hackensack NJ 07601

Joan Sergi, Manager

Voice 201-996-8900

TDD 201-343-2176

FAX 201-996-8925

Region Served Bergen County

Burlington County

Burlington County District Office • 50 Rancocas Road • Mt. Holly NJ 08060

Sharon Smith, Manager

Voice 609-267-7550

TDD 609-267-6615

FAX 609-265-9456

Region Served Burlington County

Camden County

Camden North District Office • 101 Haddon Avenue • 3rd floor • P.O. Box 738 • Camden NJ 08101

Betty Dickens, Manager

Voice 609-757-2700

TDD 609-338-1644

FAX 609-757-2648

Region Served City of Camden north of Federal Street and Pennsauken, Cherry Hill and Merchantville

Camden Central District Office

101 Haddon Avenue • 3rd floor • Camden NJ 08101

Betty Fowler, Manager

Voice 609-757-2700

TDD 609-757-4656

FAX 609-365-5959

Region Served City of Camden south of Federal Street and Collingswood, Audubon and Oaklyn

Camden South District Office

2 Echelon Plaza • 2nd floor, Suite 210 • Laurel Road • Voorhees NJ 08043

Linda Richardson, Manager

Voice.....609-770-5900

TDD 609-770-9258

FAX.....609-757-2941

Region Served All municipalities in Camden County except for Pennsauken, Cherry Hill, Merchantville, Collingswood, Audubon, Oaklyn and the City of Camden**Cape May County**

Cape May District Office •

Village Shoppes of Rio Grande • Routes 9 and 47 • Rio Grande NJ 08242

Marsha Hannah, Manager

Voice.....609-886-1105

TDD 609-889-8536

FAX.....609-886-3439

Region Served Cape May County**Cumberland County**

Cumberland District Office • 40 East Broad Street • Suite 400 • Bridgeton NJ 08302

Frederick Rhinehart, Manager

Voice.....609-453-3833

TDD 609-453-33838

FAX.....609-453-3839

Region Served Cumberland County**Essex County**

Newark Central District Office • 153 Halsey Street • 3rd floor • Newark NJ 07101

Linda Bridgeforth, Manager

Voice.....201-648-4200

TDD 201-242-47762

FAX.....201-648-7326

Region Served Central Ward of Newark**Newark North/East District Office**

153 Halsey Street • 3rd floor • Newark NJ 07101

George Rennie, Manager

Voice.....201-648-6150

TDD 201-824-3964

FAX.....201-648-7274

Region Served North and East Wards of Newark**Newark South District Office**

153 Halsey Street • 4th floor • Newark NJ 07101

Shelley Lea, Manager

Voice.....201-648-2400

TDD 201-642-0137

FAX.....201-623-8865

Region Served South Ward of Newark

Newark West District Office

153 Halsey Street • 4th floor • Newark NJ 07101

Vickie Amoroso, Acting Manager

Voice 201-648-2960

TDD 201-642-2443

FAX 201-648-7229

Region Served West Ward of Newark**East Orange District Office**

240 South Harrison Street • East Orange NJ 07108

Tom Williams, Manager

Voice 201-414-4200

TDD 201-677-2030

FAX 201-414-4264

Region Served Orange and East Orange**Maplewood District Office**

153 Halsey Street • 3rd floor • Newark NJ 07101

Patricia Mills, Manager

Voice 201-648-7049

FAX 201-648-4256

Region Served All municipalities in Essex County except Newark, Orange and East Orange**Gloucester County**

Gloucester District Office • 251 North Delsea Drive • Suite 100 • Deptford NJ 08096

Mary Ann Tamm, Manager

Voice 609-848-6604

TDD 609-848-1648

FAX 609-848-7513

Region Served Gloucester County**Hudson County**

Bayonne District Office • 690 Broadway • 4th floor • Bayonne NJ 07002

Stephen Jung, Manager

Voice 201-823-5000

TDD 201-823-0367

FAX 201-823-8173

Region Served Sections of Bayonne and Jersey City as well as Kearny, Harrison and East Newark**Jersey City District Office**

438 Summit Avenue • 4th floor • Jersey City NJ 07306

Reuben Ryder, Manager

Voice 201-217-7000

TDD 201-217-6309

FAX 201-217-7010

Region Served Sections of Bayonne and Jersey City

North Hudson District Office

8901 Bergen Line Avenue • 2nd floor • North Bergen NJ 07047

Kristen Ingersoll, Manager

Voice.....201-854-7100

TDD 201-869-2577

FAX.....201-861-8648

Region Served North Bergen, Union City, West New York, Hoboken, Guttenberg,
Secaucus and Weehawkin**Hunterdon County**

Hunterdon District Office • 84 Park Avenue • 2nd floor • Flemington NJ 08822

Sharon McCobin, Manager

Voice.....908-782-8784

TDD 908-782-3518

FAX.....908-782-9488

Region Served Hunterdon County**Mercer County**

Mercer District Office • CN 717 • 1676 North Olden Avenue • Trenton NJ 08625

Richard Inzana, Manager

Voice.....609-530-8770

TDD 609-530-4161

FAX.....609-530-4411

Region Served Mercer County**Middlesex County**Perth Amboy District Office (Florida Grove) • 458 Florida Grove Road • 2nd floor • Perth
Amboy NJ 08861

Connie Ewing, Manager

Voice.....908-293-5060

FAX.....908-293-5094

Region Served Carteret, Perth Amboy, Sayreville, South Amboy, Woodbridge,
Helmetta, Jamesburg, Monroe, South River, Spotswood, Monroe and Old
Bridge**Perth Amboy District Office (Hobart Street)**

275 Hobart Street • 2nd floor • Perth Amboy NJ 08861

Connie Ewing, Manager

Voice.....908-324-1700

TDD 908-826-8164

FAX.....908-826-2076

Region Served Carteret, Perth Amboy, South Amboy and Woodbridge**Edison District Office**

100 Metroplex Drive • 4th floor, Suite 400 • Edison NJ 08817

James Dowman, Manager

Voice.....908-819-7003

TDD 908-985-5273

FAX.....908-287-0038

Region Served Dunellen, Edison, Highland Park, Metuchen, Plainsboro, Middlesex
Borough, New Brunswick, Cranbury, East Brunswick, Milltown, South Bruns-
wick, Piscataway and South Plainfield

Monmouth County

Coastal Monmouth District Office • 601 Bangs Avenue • 2nd, 3rd and 4th floors • Asbury
Park NJ 07712

Gayle Netta, Manager

Voice 908-988-2161

TDD 908- 775-7213

FAX 908-988-7025

Region Served Includes 21 municipalities that border the Atlantic Coast within the
County

Northern Monmouth District Office

225 Highway #35 • Middletown NJ 07701

Barbara Smith, Manager

Voice 908-747-7655

TDD 908-747-4124

FAX 908-747-7512

Region Served Includes 18 municipalities in the Northwest section of the County

Western Monmouth District Office

1001 Route 9 North • Suite 100 • Howell NJ 07731

Martha Curtis, Manager

Voice 908-577-9210

TDD 908-577-9210

FAX 908-577-0630

Region Served Includes 13 municipalities in the westernmost section of the County

Morris County

Morris District Office • 855 Route 10 East • Randolph NJ 07860

Dominic Ingraffea, Manager

Voice 201-927-0931

TDD 201-927-0612

FAX 201-927-3757

Region Served Morris and Ocean Counties

Ocean County District Office

1510 Hooper Avenue • 2nd floor, Suite 210 • Toms River NJ 08753

Virginia Glock, Manager

Voice 908-255-0700

TDD 908-255-4318

FAX 908-255-0863

Region Served Ocean County

Passaic County

Central Passaic District Office • 2 Market Street • 3rd floor • Paterson NJ 07501

Zenaida Jose, Manager

Voice 201-977-4525

TDD 201-742-4604

FAX 201-977-4548

Region Served The municipality of Passaic, sections of Paterson and Clifton

Northern Passaic District Office

223 Wanaque Avenue • 2nd floor • Pompton Lakes NJ 07442

Miriam Aponte, Manager

Voice 201-831-7405

TDD 201-835-4186

FAX 201-831-1555

Region Served Sections of Paterson and all other municipalities in Passaic County
except Clifton and the municipality of Passaic**Salem County**

Salem District Office • 5 Woodstown Road • 2nd floor • Salem NJ 08079

Shirley Wright, Manager

Voice 609-935-6350

TDD 609-935-4021

FAX 609-935-0798

Region Served Salem County**Somerset County**Somerset District Office • 75 Veteran's Memorial Drive East • Suite 202 • Somerville NJ
08876

Margaret McHale, Manager

Voice 908-704-3050

TDD 908-704-1958

FAX 908-704-3055

Region Served Somerset County**Sussex County**

Sussex County District Office • 1 Cochran Plaza • 3rd floor • Newton NJ 07860

Cathy Cupolo-Bawa, Manager

Voice 201-383-8400

TDD 201-383-2438

FAX 201-831-1073

Region Served Sussex County**Union County**

Elizabeth District Office • 208 Commerce Place • 2nd floor • Elizabeth NJ

Voice 908-820-3000

TDD 908-527-0394

FAX 908-527-1766

Region Served Elizabeth, Hillside, Kenilworth, Linden, Roselle, Roselle Park,
Springfield, Summit, Union and Winfield**Plainfield District Office**

700 Park Avenue • 2nd floor • Plainfield NJ 07060

Carole Breed, Manager

Voice 908-412-7900

TDD 908-756-5775

FAX 908-755-1929

Region Served Berkley Heights, Clark, Cranford, Fanwood, Garwood, Mountainside,
New Providence, Plainfield, Rahway, Scotch Plains and Westfield

Warren County

Warren District Office • 5 West Washington Avenue • 3rd floor • P.O. Box 148 • Washington
NJ 07882

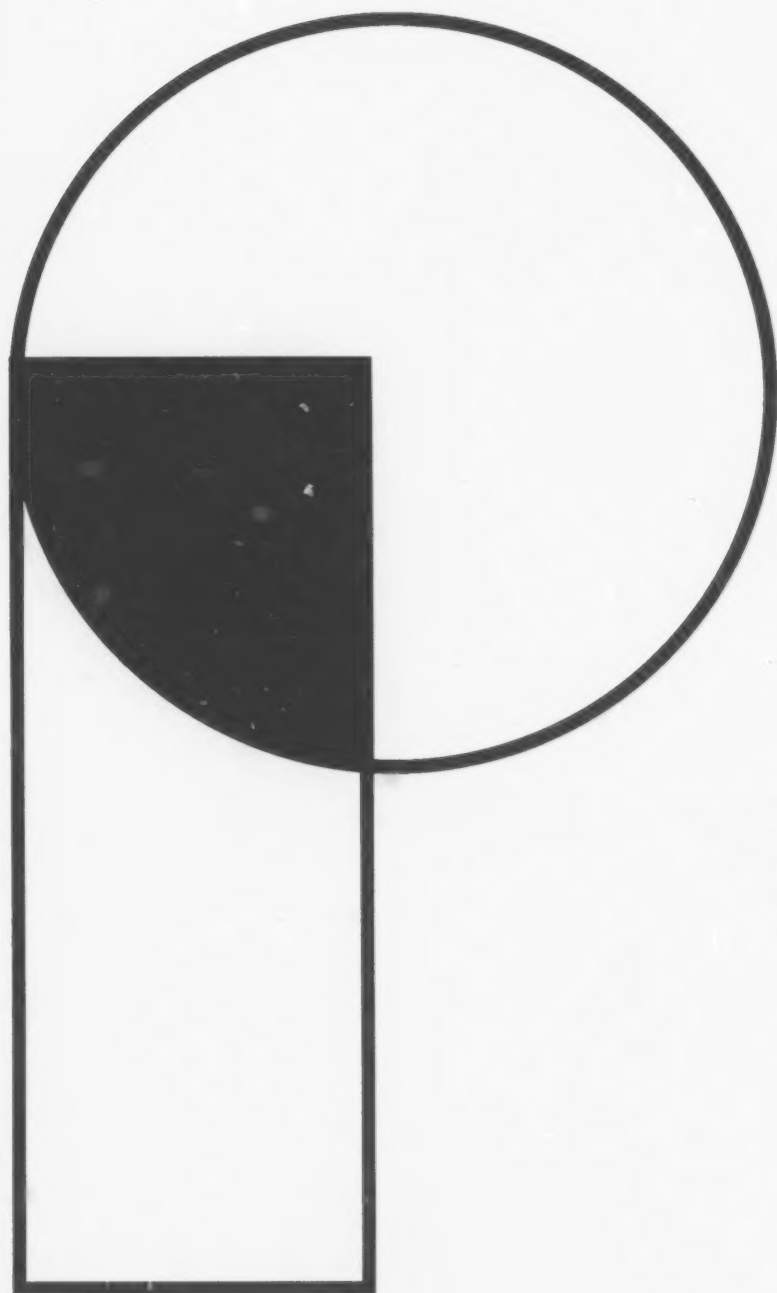
Jane Fields, Manager

Voice 908-689-7000

TDD 908-689-9375

FAX 908-689-7303

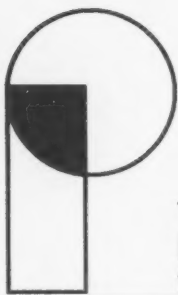
Region Served Warren County



Section 5

Statewide Parent Advocacy Network,
Inc.

New Jersey Protection and
Advocacy, Inc.



**The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities**

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Statewide Parent Advocacy Network, Inc.

Fact Sheet

The Statewide Parent Advocacy Network, Inc. (SPAN) is a nonprofit training and information center for parents of children with disabilities and/or special health care needs. Our network represents infants, toddlers, children and youth with the full range of disabilities. Parents, individuals with disabilities, and professionals are invited to work together with us and participate in all activities. Our overall purpose is to serve as a vehicle for the exchange of ideas, promoting best practice, raising the level of awareness of the abilities and needs of citizens with disabilities and improving service in the State of New Jersey.

Our Beliefs

Like everyone else, our children with disabilities and our families have great expectations. We need to believe in our own strengths, assume control over our lives, and anticipate a future with choices and fulfillment.

Initially, we as parents are the experts regarding the strengths of our children and the challenges facing them. Our direct personal insights, resources, and solutions offer valuable perspectives. We work together with professionals as equal partners in planning, implementing, and evaluating programs for our children.

Young adults quickly become the experts regarding their own strengths, needs, and desires. We have the responsibility to pass the role of advocate to them.

Our Services

SPAN provides parent to parent support by phone from our regional offices, through networking with a cadre of highly trained parents referred to as SPAN Resource Parents throughout the state.

SPAN provides workshops covering the following topics:

- Basic Rights in Special Education
- Early Intervention Transition to Preschool Services
- Americans with Disabilities Act
- Conflict Resolution
- Families in Early Intervention
- Surrogate Parents in Early Intervention
- Family Support
- Individualized Education Program and the Special Education Cycle
- Parent Advisory Councils (PAC)
- Parent/Professional Partnerships
- Positive Behavioral Supports for Children with Challenging Behaviors

- Public Law 94-142 and Section 504 of the Rehabilitation Act
- Supported Inclusive Education (part I, Getting Started & part II, Making it Happen)
- Systems Advocacy
- Transition to Adult Life

SPAN works collaboratively on *All Children Belong* with the National Parent Network on Disabilities, an awareness and training program designed to build capacity within communities to more effectively support the learning and participation of children and youth with disabilities.

SPAN works collaboratively on the *New Jersey Partnership from School to Adult Life for Youth with Disabilities* with the New Jersey Department of Education, New Jersey Division of Vocational Rehabilitation Services and The University Affiliated Program of New Jersey.

SPAN works collaboratively on *Project Care* with Special Child Health Services (SCHS) through the New Jersey Department of Health.

SPAN has developed a network of SPAN *Transition Resource Parents* across the state to serve on County Transition Consortia, provide advocacy support to students and families, provide information and referral, provide training, attend IEP meetings and to facilitate transition opportunities for youth with disabilities.

Statewide Parent Advocacy Network, Inc. Contact Information

Central Office

516 North Avenue East • Suite 2 • Westfield NJ 07090-1446

Diana Autin, Esquire, and Pamela S. Kuster, Coexecutive Directors •

Maria Rodriguez, Administrative Assistant • Debra Fernandez, Information Coordinator • Vicki Hart, Special Child Health Services •

Laura Kahn, Grants Administrator

Voice 908-654-7726 • 800-654-SPAN

FAX 908-654-7880

Northern Regional Office

ARC Bergen/Passaic Counties, Inc. • 223 Moore Street • Hackensack NJ 07601

Michelle Massimi, Northern Coordinator • Linda Salerno, Parent Trainer

Voice 201-343-0322

FAX 201-343-0401

Southern Regional Office

Mail: 63 North Bethel Road • Millville NJ 08332

Betty McLaughlin, Southern Coordinator • Rick Ebinger, Parent Trainer

Voice 609-293-0420

FAX 609-327-5133

All Children Belong

Orah Raia, National Training Coordinator

New Jersey Partnership for Transition

Lucinda Gabri, Lead Transition Coordinator • Joanne McKeown and Alice Hunnicutt, Parent Trainers

In Partnership with the Multi-Lingual Center of Catholic Family and Community Services working together with The Association of Hispanic Exceptionals

10 Jackson Street • Paterson, NJ 07501

Rose Kardashian, Director of MLC • Aida Hernandez, Parent Training Coordinator

Voice 201-742-7500

Community Education Project

35 Halsey Street • Newark NJ 07102

Nicole Harper, Outreach Coordinator/Trainer

Voice 201-643-8090

Special Child Health Services — Project CARE

Bergen County	Liz Mulholland	201-599-6153
Bergen County	Joanne Stolfo	201-599-6153
Camden County	Joanne McKeown	609-374-6021
Essex County	Nicole Harper	908-654-7226
Hudson County	Ivonne Santiago	201-915-2514
Mercer County	Luanne Hitselberger	609-588-8501
Middlesex County	Beth Fiskén	908-521-1247
Passaic County	Patricia Paraskevacos	201-256-4636
Union County	Vicki Hart	908-889-0950

Transition Resource Parents

Atlantic County	Pam DeCicco	609 965-2187
Burlington County	Sandra Harris	609-779-6395
Burlington County	Barbara Rhodes	609-877-1868
Camden County	Sue Orthey	609 751-7421
Cape May County	Judith Watson	609 861-7100
Cumberland County	Betty McLaughlin	609 293-0420
Essex County	Barbara Nutt	201 242-7088
Gloucester County	Ro Sterner	609 589-3897
Hudson County	Nicole Harper	908 654-7726
Hunterdon County	Elaine Buchsbaum	908 730-7827
Mercer County	Ann Gallagher	609-392-4004 Extension 543
Monmouth County	Linda Levine	908 363-6878
Morris County	Jane Gildersleeve	201-584-1755
Morris County	Marjorie Wagner	908-876-4267
Ocean County	Terry Connelly	908 270-4219
Passaic County	Aida Hernandez	201-279-7100 Extension 15
Salem County	Maureen Evans	609 582-0286
Somerset County	Pat Grupinski	908 874-5229
Union County	Kathy Wagner	908 522-1120



The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

New Jersey Protection and Advocacy, Inc.

What is New Jersey Protection and Advocacy, Inc.?

New Jersey Protection and Advocacy, Inc. (NJP&A) is a private, nonprofit organization established to:

- Advocate for and protect the legal, civil and human rights of citizens of New Jersey with disabilities;
- Promote public awareness and education regarding persons with disabilities as equally entitled members of society;
- Advise and assist persons with disabilities, family members, attorneys and guardians in obtaining and protecting the rights of individuals with disabilities;
- Provide information and referral services, education, training and technical assistance to persons with disabilities, the agencies that serve them, attorneys, professional persons, courts and others regarding the rights of individuals with disabilities.

What services are available?

As New Jersey's federally funded protection and advocacy system for persons with disabilities, NJP&A, Inc. includes the following programs:

Protection and Advocacy for the Developmentally Disabled (PADD)

PADD provides legal assistance and advocacy services to persons with developmental disabilities.

Protection and Advocacy for Individuals with Mental Illness (PAIMI)

PAIMI provides legal assistance and advocacy services to persons with mental illness who are currently institutionalized, or who have been released from an institution within the last 90 days.

Protection and Advocacy of Individual Rights (PAIR)

PAIR provides legal assistance and advocacy services to persons with severe disabilities not eligible for other federally funded protection and advocacy services.

Protection and Advocacy Assistive Technology Program (PAAT)

PAAT provides legal representation and advocacy services to persons with disabilities seeking access to and funding for assistive technology devices and services from federal, state and private programs.

Client Assistance Program (CAP)

CAP assists persons with disabilities who are seeking or receiving services from federally funded rehabilitation programs.

New Jersey Protection and Advocacy, Inc., Contact Information

Statewide

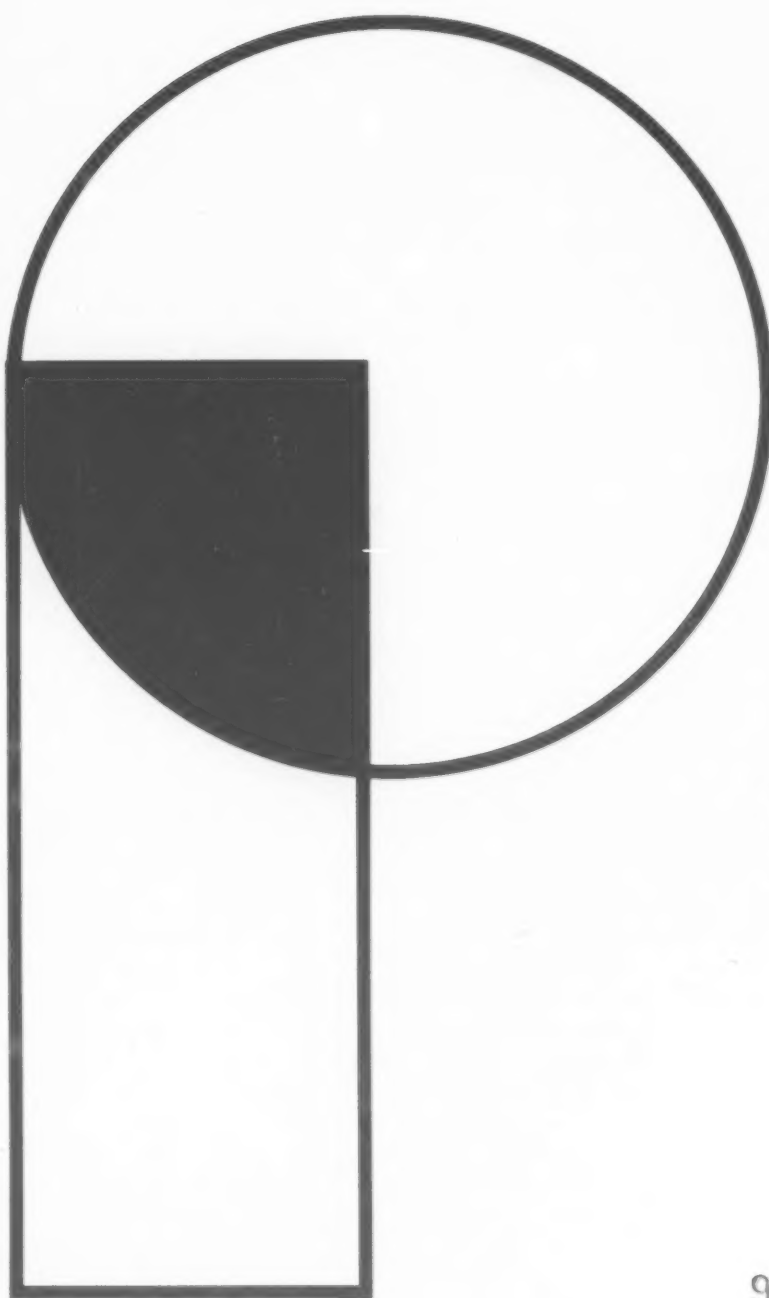
210 South Broad Street • Third Floor • Trenton NJ 08608

Sarah Mitchell, Executive Director

Voice 609-292-9742 or 800-922-7233

TDD 609-633-7106

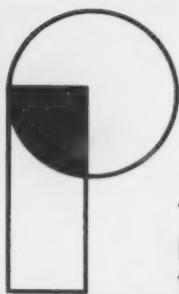
FAX 609-777-0187



Section 6

New Jersey Association of County
Offices for the Disabled

New Jersey Social Security Offices



The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

What is a County Office for the Disabled?

As a service component of local county government, a County Office for the Disabled provides a clearinghouse of information for persons with disabilities and the general public.

An Office for the Disabled maintains a close liaison with the community through cooperation with government agencies, disability organizations and advisory bodies. Offices are committed to the coordination of existing services to avoid duplication, identifying unmet needs and the development of long term solutions.

These Offices for the Disabled:

- promote services that are responsive to the needs and demands of the population with disabilities. These services are available regardless of age, income, race, gender, sexual orientation, national origin or disability;
- promote services and activities which would assist residents with disabilities to live as independently as they may choose. The services to be provided include, but are not limited to, information and referral, client advocacy, outreach, public awareness, resource files, technical assistance, job banks, training and consultation, personal assistant services, supported employment, recreation, accessibility, transportation, medical equipment, Americans with Disabilities Act compliance and advocacy, and telecommunication services for people who are deaf, hard of hearing or speech-impaired, when possible;
- foster ideas, innovation, initiatives and coordi-

nation by staff and agencies which would increase efficiency and responsiveness;

- promote activities to ensure compliance with federal and state legislation protecting the civil rights of people with disabilities, for example, Section 504 of the Rehab Act of 1973 and the Americans with Disabilities Act of 1990;
- advocate for the interests of people with disabilities and advise the public, government officials and related agencies of the needs and concerns of people with disabilities;
- maintain and disseminate information regarding the population, services, needs and activities on behalf of people with disabilities;
- foster Disabilities Advisory Councils to maintain a voice for the Department of Human Services/Social Services in each county and the Human Services Advisory Councils on issues concerning people with disabilities.

With a special emphasis on maximizing the independence of county residents with disabilities and on promoting the full participation of individuals with disabilities in the mainstream of society, a County Office for the Disabled offers the following core services:

- a) Intake
- b) Information and Referral
- c) Advocacy
- d) Technical Assistance, Training and Consulting Services

Based upon identified local county needs, an

office for the Disabled may also provide a variety of additional programs and services, as funding constraints allow.

Many of the County Offices for the Disabled coordinate the Personal Assistance Services Program (PASP). PASP, funded through the New Jersey Department of Human Services - DYFS, provides personal assistance services for persons with severe disabilities to maximize independence and enable program consumers to pursue vocational goals.

New Jersey Association of County Offices for the Disabled Contact Information

Atlantic County Office for the Disabled

1333 Atlantic Avenue • Atlantic City NJ 08401

Gene Terkelsen, Director

Voice 609-345-6700

TDD 609-348-5551

FAX 609-345-4295

Bergen County Office for the Disabled

Court Plaza South • 21 Main Street • 113W • Hackensack NJ 07601

Wilfredo Davila, Director

Voice 201-646-3555

TDD 201-646-2938

FAX 201-646-2503

Burlington County Office of Human Services

Woodlane Road • Mt. Holly NJ 08606

Gary Miller, Human Services Administrator

Voice 609-265-5223

Camden County Office for the Disabled

Camden County Administration Building • 600 Market Street • Camden NJ 08101

Lewis R. Friedner, Director

Voice 609-225-5232

TDD 609-225-8889

Cumberland County Office for the Disabled

1121 South Second Street • Millville NJ 08332

David Grennon, Director

Voice 609-825-8159

TDD 609-825-8707

FAX 609-327-6458

Essex County Office for the Disabled

125 Fairview Avenue • Cedar Grove NJ 07009

Joy Pellegrino, Director

Voice 201-228-8230

TDD/FAX 201-228-8278

Gloucester County Office for the Disabled

Budd Boulevard • Complex-CC • Route 45 & Budd Boulevard • PO Box 337 • Woodbury
NJ 08096

Jackie Love, Director

Voice 609-384-6980

TDD 609-848-6616

FAX 609-384-0207

Hudson County Office on Aging

114 Clifton Place • Jersey City NJ 07304

Carol Wilson, Director

Voice 201-915-1168

Hunterdon County Office of Human Services

Administration Building • Main Street • Flemington NJ 08822

Angelo F. DiOrio

Voice 908-788-1372

Mercer County Office for the Disabled

Joyce McDade Administration Building • PO Box 8068 • 640 South Broad Street •
Trenton NJ 08650-0068

Thomas Shaw, Director

Voice 609-989-6468

TDD 609-989-6865

FAX

Middlesex County Office for the Disabled

PO Box 170 • 100 Bayard Street • New Brunswick NJ 08903

Deborah Bain, Director

Voice/TDD 908-745-4013

FAX 908-745-4591

Monmouth County Office on the Disabled

29 East Main Street • PO Box 1255 • Freehold NJ 07728

Alexander Buono, Director

Voice/TDD 908-431-7399

FAX 908-294-5930

Morris County Office for the Disabled

PO Box 900 • Morristown NJ 07963-0900

Nancy Starnes, Director

Voice/TDD 201-285-6855

Ocean County Office for the Disabled

One Mott Place • Building 1 • CN 2191 • Toms River NJ 08754

Faith Liguori, Director

Voice/TDD 908-506-5062

FAX 908-341-4539

Passaic County

The United Association for Handicapped Citizens • 317 Pennsylvania Avenue • Paterson NJ 07503

Sally Tanenbaum, Director

Voice.....201-881-4363

FAX.....201-881-7886

Salem County Office for the Disabled

Salem County Department of Health • 98 Market Street • Salem NJ 08079

Lawrence P. Devlin, Jr., Public Health Coordinator

Voice.....609-935-7510 Extension 463

TDD.....609-935-1358

FAX.....609-935-8483

Somerset County Office for the Disabled

PO Box 3000 • 21 East Grove Street • Somerville NJ 08876

John Getsy, Coordinator

Voice.....908-231-7000 Extension 7467

TDD.....908-231-7168

FAX-908-707-4127

Sussex County Office for the Disabled

County Administration Building • PO Box 709 • Plotts Road Newton NJ 07860

Maureen Babula, Director

Voice.....201-579-0560

TDD.....201-383-8247

FAX.....201-383-1124

Union County Office for the Disabled

Union County Administration Building • Elizabethtown Plaza • Fourth Floor • Elizabeth NJ 07207

Charles Newman, Director

Voice/TDD.....908-527-4840

FAX.....908-558-2562

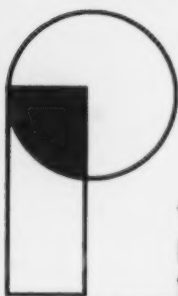
Warren County Office for the Disabled

P.O. Box 15 • Belvidere NJ 07823

Ellen Haussner, Director

Voice.....908-475-6515

FAX.....908-475-6206



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• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

New Jersey Social Security Offices and Work Incentives Liaisons

Many youth with disabilities, upon turning eighteen, will be eligible for Social Security benefits. Accessing these benefits is an important part of transition planning. The Social Security Administration has developed many Work Incentive Programs that allow an individual to work and earn wages without jeopardizing their benefits. Beginning on the next page is a list of every Social Security office in New Jersey and the name of each office's Work Incentives Liaison.

The Social Security Administration also has the following consumer publications available in English or Spanish. To order, call 410-965-0945.

- Program Booklets
 - Understanding Social Security
 - Disability
 - SSI
- Factsheets
 - How Work Affects Your Social Security Benefits
 - Reviewing Your Disability
- Specialty Pamphlets
 - A Desktop Guide to SSI Eligibility Requirements
 - Social Security and SSI Benefits for Children with Disabilities
- Benefits for People with Disabilities Who Work
- Working While Disabled — A Guide to Plans for Achieving Self-Support while Receiving SSI
- Miscellaneous Publications
 - A Summary Guide to Social Security and Supplemental Security Income Work Incentives for the Disabled and Blind
 - Understanding SSI

Social Security Offices and Work Incentives Liaisons Contact Information

Bricktown

317 Brick Boulevard • Bricktown NJ 08723
Paul Scaduto 908-477-8458

Bridgeton

149 W. Broad Street • Bridgeton NJ 08032
Joseph Rippman 609-451-4038

Camden

2600 Mt. Ephraim Ave • Camden NJ 08104
Jackie Mutascio 609-757-5368

Clinton Hill

193 Avon Avenue • Newark NJ 07108
Cheryl Jackson 201-824-0517

East Orange

68 South Harrison Street • East Orange NJ 07018
Gary Gelb 201-675-7127

Elizabeth

24-52 Rahway Avenue • Elizabeth NJ 07202
Shirley Fajgier 908-353-3348

Glen Rock

201 Rock Road • Glen Rock NJ 07452
Robert Carroll 201-612-0141

Glassboro

Jamesway Plaza • North Delsea Drive • Glassboro NJ 08028
Suzanne Souder 609-881-3138

Hackensack

22 Sussex Street • Hackensack NJ 07601
Jeanne Freiman 201-489-2145

Hoboken

5 Marineview Plaza • Hoboken NJ 07030
Marjorie Mouring 201-656-2079

Irvington

686 Nye Avenue • Irvington NJ 07111 103
Nancy Staum 201-645-6663

Jersey City

861 Bergen Avenue • Jersey City NJ 07306

Dave Ryder 201-451-4343

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396 Bloomfield Avenue • Montclair NJ 07042

Ava Walker 201-744-4831

Mount Holly

Lumberton Shopping Center • Route 38/Eayrestown Road • Mount Holly NJ 08060

Alan Robisch 609-261-2023

Neptune

645 Neptune Boulevard • Neptune NJ 07753

Linda Bieri 908-774-2752

New Brunswick

52 Charles Street • New Brunswick NJ 08901

Irene Kuhn 908-828-6942

Newark

970 Broad Street • Room 1035 • Newark NJ 07102

Linda Walker 201-645-6482

Newton

Sussex County Mall • 15 Route 206 North • Newton NJ 07860

Fred Weiss 201-383-3797

Parsippany

1719B Route 10 • Room 208 • Parsippany NJ 07054-4507

Christopher Hayes 201-539-8320

Passaic

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William Korn 908-756-2157

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Raritan

Granetz Plaza • US Highway 206 South • Raritan NJ 08869

Linda Olson 908-526-6264

Toms River

Eight Robbins Street • Toms River NJ 08753

Art Pajak 908-244-7534

Trenton

50 East State Street • Suite 228 • Trenton NJ 08608

John Plantier 609-989-0598

Wildwood

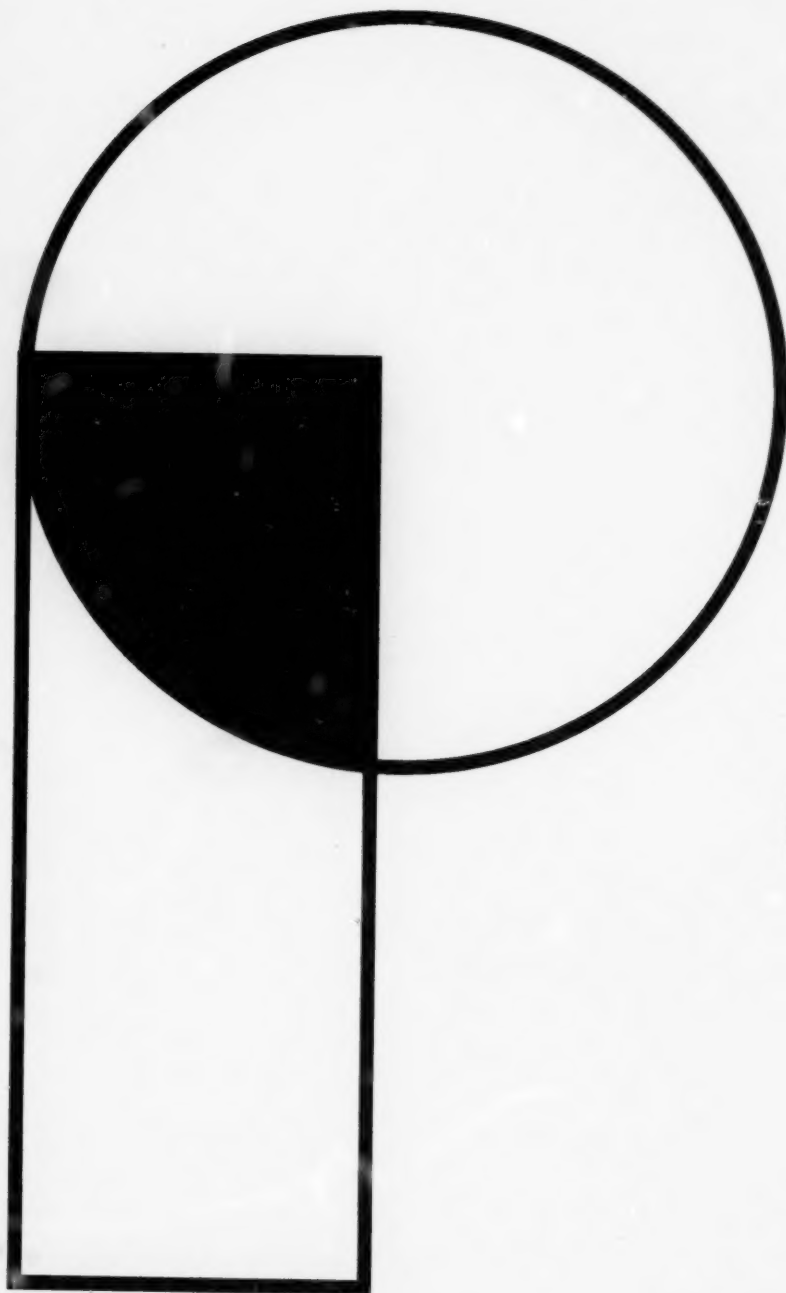
136 East Spicer Avenue • Wildwood NJ 08206

Bob Mazzotta 609-886-0499

Woodbridge

190 Middlesex Turnpike • Iselin NJ 08830

Carol Bender 908-750 0760



Section 7

Requirements of the Fair Labor
Standards Act related to Community-
Based Vocational Education



**The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities**

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
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Requirements of FLSA Related to CBVE

The Fair Labor Standards Act (FLSA) and Community Based Vocational Education (CBVE)

Because CBVE activities take place in actual community employment settings, these activities must comply with the provisions of the Fair Labor Standards Act (FLSA). The FLSA is the federal legislation establishing minimum wage, overtime pay, recordkeeping requirements (i.e., personal employee information, wages, hours), and child labor.

The requirements of the FLSA come into effect only in an employment relationship. Prior to 1992, it was not entirely clear if students participating in work settings for the purposes of vocational training were considered employees under the FLSA. This ambiguity resulted in some schools becoming hesitant to set up or expand CBVE programs lest they and their employer partners appear to violate the FLSA.

Wishing to promote CBVE programs to prepare students with disabilities for productive, paid employment, the U.S. Departments of Labor and Education entered into an agreement in September 1992 and published new guidelines governing the participation of students with disabilities in employment settings for vocational exploration, assessment, and training. These Departments adopted the following Statement of Principle:

The U.S. Departments of Labor and Education are committed to the continued development and

implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

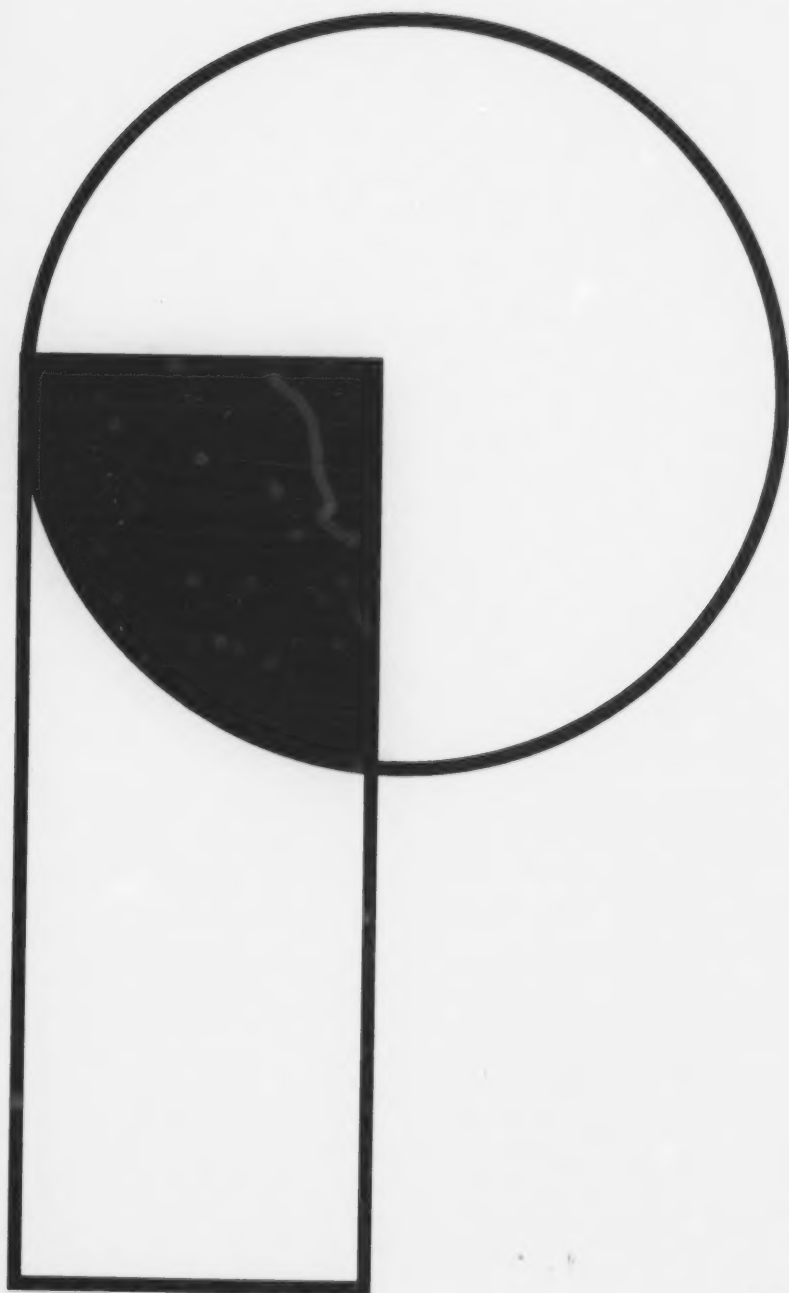
The Departments of Labor and Education joined this Statement of Principle with a set of guidelines. When schools and employers engaging in vocational exploration, assessment, and training activities with students with disabilities follow these guidelines they do not violate the provisions of the FLSA while effectively preparing students for successful employment.

According to these guidelines, students with disabilities who engage in vocational exploration, assessment, and training are not employees of the businesses in which they receive these services. Furthermore, schools and businesses that engage in CBVE activities related to vocational exploration, assessment, and training, and that meet certain criteria do not violate the provisions of the FLSA. These criteria are:

1. Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.
2. Participation will be for vocational exploration, assessment, or training in a community-based placement worksite under the general supervision of public school personnel.
3. Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).
4. Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.
5. The activities of the student at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:
 - There has been no displacement of employees,
 - vacant positions have not been filled,
 - employees have not been relieved of assigned duties, and
 - the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business,
 - the students are under continued and direct supervision by either representatives of the school or by employees of the business,
 - such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business, and
 - the periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
6. While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:
 - Vocational exploration - 5 hours per job experienced
 - Vocational assessment - 90 hours per job experienced
 - Vocational training - 120 hours per job experienced
7. Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

Schools and participating businesses are responsible for monitoring that all seven of these criteria are met. If any of these criteria is not met, an employment relationship will exist, and participating businesses can be held responsible for full compliance with the FLSA.

Adapted from material developed by NTN, University of Minnesota, January 1994



Section 8

Transition Needs Assessment



**The New Jersey
Partnership for Transition**
from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Transition Needs Assessment: Evaluating Your Secondary Education Program

Please Note: The following Needs Assessment is to be used to evaluate your current transition program for students with disabilities. This self-assessment should be completed prior to developing and implementing any action plan. Completing this assessment will help you to determine areas of greatest need in your district.

With permission, this information has been adapted from the Connecticut Interagency Task Force in Collaboration with the Connecticut Department of Education, Bureau of Special Education and Pupil Services and the Connecticut Department of Human Resource, Bureau of Rehabilitation Services.

Transition Needs Assessment

Program

Team Members

I. Vocational Assessment/Evaluation

1. Identify the Vocational Assessment components utilized in your transition planning process
(Check all that apply)
 - A. Informal instruments
 - ☐ Student surveys
 - ☐ Parent surveys
 - ☐ Teacher surveys
 - ☐ Other _____
 - B. Standardized tests (Please list instruments)
 - ☐ Career interest inventories _____
 - ☐ Aptitude _____
 - ☐ Achievement _____
 - ☐ Intelligence _____
 - ☐ Values/Maturity _____
 - ☐ Work samples _____
 - ☐ Other _____
 - C. Situational Assessment (Check all that apply)
 - ☐ In-school work sites
 - ☐ In-school vocational classes
 - ☐ Community-based vocational sites
 - ☐ Other _____
2. Do you utilize format/informal assessment procedures to determine students skills/needs in the following domains

Domestic (Circle one) yes no

If yes, specify procedures _____

Recreation/Leisure (Circle one) yes no

If yes, specify procedures _____

Community Living (Circle one) yes no

If yes, specify procedures _____

3. Identify additional assessment information utilized in your transition planning process (Check all that apply)
- ☐ Medical information
 - ☐ Behavioral/Social Summary
 - ☐ Learning styles information
4. Specify individual(s) responsible for coordinating information to be utilized in transition program planning (Check all that apply)
- ☐ Transition Coordinator
 - ☐ Guidance
 - ☐ Work-Study Coordinator
 - ☐ Administrator
 - ☐ Classroom teacher
 - ☐ Other _____
5. Do you send students for vocational evaluations at a Rehabilitation facility?
 (Circle one) Often Sometimes Never

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Vocational Assessment**
 (Circle one) Beginning In Progress Fully Developed
2. Does your program need to develop comprehensive **Vocational Assessment** procedures for students?
 (Circle one) yes no
3. How would you rate your need for further program development in this area?
 (Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority

II. Curriculum and Instruction

1. Identify skills training included in program curriculum (Check all that apply)
 - ☐ Career awareness
 - ☐ Job seeking/keeping skills
 - ☐ Independent living skills (money management, banking, budgeting, housing, etc.)
 - ☐ Personal living skills (hygiene, cooking, laundry, etc.)
 - ☐ Social skills development
 - ☐ Transportation training
 - ☐ Recreation/Leisure
 - ☐ Organizational/Problem solving skills development/Learning strategies
 - ☐ Self-Advocacy
2. Identify the instructional environment where these activities take place (Check all that apply)
 - ☐ Integrated within regular education classes (vocational, academic)
 - ☐ Self-contained classes
 - ☐ Community-based

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Curriculum and Instruction**
(Circle one) Beginning In Progress Fully Developed
2. Does your program need to increase/improve **Curriculum** offerings related to transitional planning? (Circle one) yes no
3. How would you rate your need for further program development in this area?
(Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority

III. Vocational Training

1. Do students participate in vocational training activities?
(Circle one) yes no
2. At what age are these activities initiated? _____
3. What vocational training alternatives are utilized in your program?
(Check all that apply)
 - ☐ Simulated vocational training in classroom
 - ☐ In-school job sites
 - ☐ Career Internships in the community
 - ☐ Work-Study
 - ☐ Supported Employment Preparation
 - ☐ Enclaves
 - ☐ Work Crews
 - ☐ Individual Placements
 - ☐ Adult Service job training programs (ARC's, Easter Seals, etc.)
 - ☐ Other _____
4. Who develops job sites and matches students to the job?
(Check all that apply)
 - ☐ Transition Coordinator
 - ☐ Work-Study Coordinator
 - ☐ Classroom Teacher
 - ☐ Job Coach
 - ☐ Other _____
5. Who supervises students on the job site? _____
6. Identify community-based job training sites utilized in your program
(Check all that apply)
 - ☐ Food Service
 - ☐ Agriculture
 - ☐ Retail
 - ☐ Maintenance
 - ☐ Industry
 - ☐ Clerical
 - ☐ Hotel/Hospitality
 - ☐ Other _____

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Vocational Training**
(Circle one) Beginning In Progress Fully Developed
2. Does your program need to increase/improve **Vocational** offerings related to transitional planning? (Circle one) yes no
3. How would you rate your need for further program development in this area?
(Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority

IV. Interagency Collaboration

1. Does your school district have written policies and procedures for making adult agency referrals? (Circle one) yes no
2. Identify the agencies your students with disabilities are referred to
(Check all that apply)
☐ Division of Vocational Rehabilitation Services (DVRS)
☐ Division of Developmental Disabilities (DDD)
☐ Division of Mental Health and Hospitals (DMHH)
☐ Commission for the Blind (CB)
☐ Division of the Deaf and Hard of Hearing (DDHH)
☐ Other: (College support programs, ARC's, Job Service, Job training programs, recreation leisure programs, etc.) _____
3. Who initiates and follows-through on agency referrals? _____
4. At what age/grade is the referral process begun? _____
5. Identify adult agencies that attend PPT meeting and degree of attendance.

DVRS	Often	Sometimes	Never
DDD	Often	Sometimes	Never
DMHH	Often	Sometimes	Never
CB	Often	Sometimes	Never
DDHH	Often	Sometimes	Never

6. Does your school district participate in a local, community interagency planning team?
(Circle one) yes no

If yes, identify agencies represented on this team (Check all that apply)

- ☐ DVRS
☐ DDD
☐ DMHH
☐ CB
☐ Religious organizations
☐ Social Services agencies
☐ Other _____

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Interagency Collaboration**
(Circle one) Beginning In Progress Fully Developed
2. Does your program need to develop procedures for assessing adult service providers/agencies? (Circle one) yes no
3. How would you rate your need for further program development in this area?
(Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority

V. Parent/Guardian Involvement

1. Identify the adult services agencies including in information/training programs for parents/guardians (Check all that apply)
- ☐ Division of Vocational Rehabilitation Services (DVRS)
☐ Division of Developmental Disabilities (DDD)
☐ Division of Mental Health and Hospitals (DMHH)
☐ Commission for the Blind (CB)
☐ Division of the Deaf and Hard of Hearing (DDHH)
☐ Other _____

2. Identify the resources included in information disseminated to parents/guardians: (Check all that apply)
- ☐ Parent support groups (SPAN, ARC's, etc.)
 - ☐ Office of Protection and Advocacy (P&A)
 - ☐ Learning Resource Centers (LRCs)
 - ☐ Community resources
 - ☐ Group Homes
 - ☐ Other _____
3. Identify the topics included in information made available to parents/guardians (Check all that apply)
- ☐ SSI, SSDI
 - ☐ Guardianship, wills
 - ☐ Self-advocacy
 - ☐ Other _____
4. Identify the means by which information is provided to parents/guardians: (Check all that apply)
- ☐ Open houses
 - ☐ Telephone contact
 - ☐ Topical meetings
 - ☐ Newsletters, brochures
 - ☐ Individual parent meetings
 - ☐ Community visits
 - ☐ PPT meetings
 - ☐ Training sessions
 - ☐ Other _____
5. Who conducts parent/guardian training and/or information dissemination?

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Parent/Guardian Involvement**
(Circle one) Beginning In Progress Fully Developed
2. Does your program need to develop strategies to increase **Parental Involvement**?
(Circle one) yes no
3. How would you rate your need for further program development in this area?
(Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority

VI. Follow-Up Procedures

1. Do formal follow-up procedures exist for special education program graduates? (Circle one) yes no
2. Identify procedures utilized?
 - ☐ student questionnaire - mailed
 - ☐ student questionnaire - telephone contact
 - ☐ parent questionnaire - mailed
 - ☐ parent questionnaire - telephone contact
3. Identify information collected: (Check all that apply)
 - ☐ Employment status (job placement, wages, benefits, etc.)
 - ☐ Education, training status
 - ☐ Community living arrangements
 - ☐ Access to community opportunities
 - ☐ Friends
 - ☐ Transportation utilized
 - ☐ Contact with adult service agencies and providers
 - ☐ Need for additional assistance, information
 - ☐ Other _____
4. Who collects this information? _____

5. When is the information collected? (Check one)
- ☐ Immediately following graduation
 - ☐ Within three months
 - ☐ Within one year
 - ☐ Multiple year follow-up
6. How is this data utilized in program evaluation and planning? _____
- _____
- _____
- _____

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Follow-Up Procedures**
- (Circle one) Beginning In Progress Fully Developed
2. Does your program need to develop procedures for students graduating from special education? (Circle one) yes no
3. How would you rate your need for further program development in this area?
- | | | | | | |
|--------------|----------|---|----------|---|----------|
| (Circle one) | 1 | 2 | 3 | 4 | 5 |
| | Low | | Moderate | | High |
| | Priority | | Priority | | Priority |

VII. Individual Transition Plans (ITP's)

1. Does your ITP include long term goals in the following areas (Check all that apply)
- ☐ Employment/Postsecondary Training or Education
 - ☐ Independent Living
 - ☐ Community Participation
2. Does the format of your ITP include sections to list the following (Check all that apply)
- ☐ Objectives/Activities to reach the long term goal
 - ☐ Persons/Agencies responsible for implementing activities
 - ☐ Timelines
 - ☐ Progress on activities (Evaluation, Monitoring)

3. Look at the "Person/Agency" section of your ITP. Is "Special Education" responsible for the majority of activities, or are they shared among other school personnel (vocational, guidance, social workers, psychologists, regular educators, etc.), families, students, and adult service agencies and providers?
(Circle one) SE has majority shared
4. Which of the following components are included as objectives/activities on your students ITP (Check all that apply)
- ☐ Vocational Assessment
 - ☐ Career Exploration
 - ☐ Vocational Training (in-school)
 - ☐ Vocational Training (Community)
 - ☐ Job Seeking/Keeping Skills
 - ☐ Rehabilitation Engineering
 - ☐ Independent Living Skills
 - ☐ Personal Living Skills (Hygiene, Cooking, Laundry, etc.)
 - ☐ Social Skill Development
 - ☐ Self-Advocacy training
 - ☐ Recreation/Leisure
 - ☐ Participation of Adult Service Agencies
 - ☐ Transportation Training
 - ☐ Referral to Adult Service
 - ☐ Activities to include/increase student/family participation
 - ☐ Agencies (DVRs, DDD, DMHH, DDHH, CB)
 - ☐ Provision for follow-up after Graduation
 - ☐ Participation of Adult Service Providers (ARC's, Advocacy Groups, JTPA, Colleges Support Programs, etc.)

5. Review the activities on your ITP. Knowing the age of the students that these were developed for, can you categorize them in the following sequence of transition planning activities
(Check all that apply)
- ☐ Information Gathering and Exploration
 - ☐ Active Preparation and Experiences
 - ☐ Appropriate Links and Placement with Adult Service Agencies and Providers
 - ☐ Employment and Adult Outcomes

Using the above categories as an age-related sequence (14-21), are your activities appropriate to the sequential development and provision of transition related activities?
(Circle one) yes no

6. Does your ITP and IEP support each other? For example, if you listed "Participate in Career Exploration Activities" or "Increase Independent Living Skills" or "Provide for Recreation/Leisure Opportunities" on your ITP, can you look in your IEP for the specific goals and objectives to accomplish this activity?
(Circle one) yes no

7. Was your ITP written prior to the Planning and Placement Team, or was it developed as a group process, with parents, students and other relevant parties participating?

(Circle one) yes no

8. Do you hold a formal "Exit Planning" meeting prior to the student's exit from his/her secondary special education program?

(Circle one) yes no

9. Do you develop a written "Exit Plan" that
(Check all that apply)

- ☐ Summarizes the student's present status in the area of Employment, Independent Living and Community Participation
- ☐ Specifies the need for ongoing services/supports
- ☐ Defines the roles/responsibilities and commitments of Adult Service Agencies and Providers
- ☐ Provides the students with a list of contacts so they may easily access support services if needed

Summary Statement

1. How would you rate your programs overall degree of development in the component of **Individual Transition Plans**?

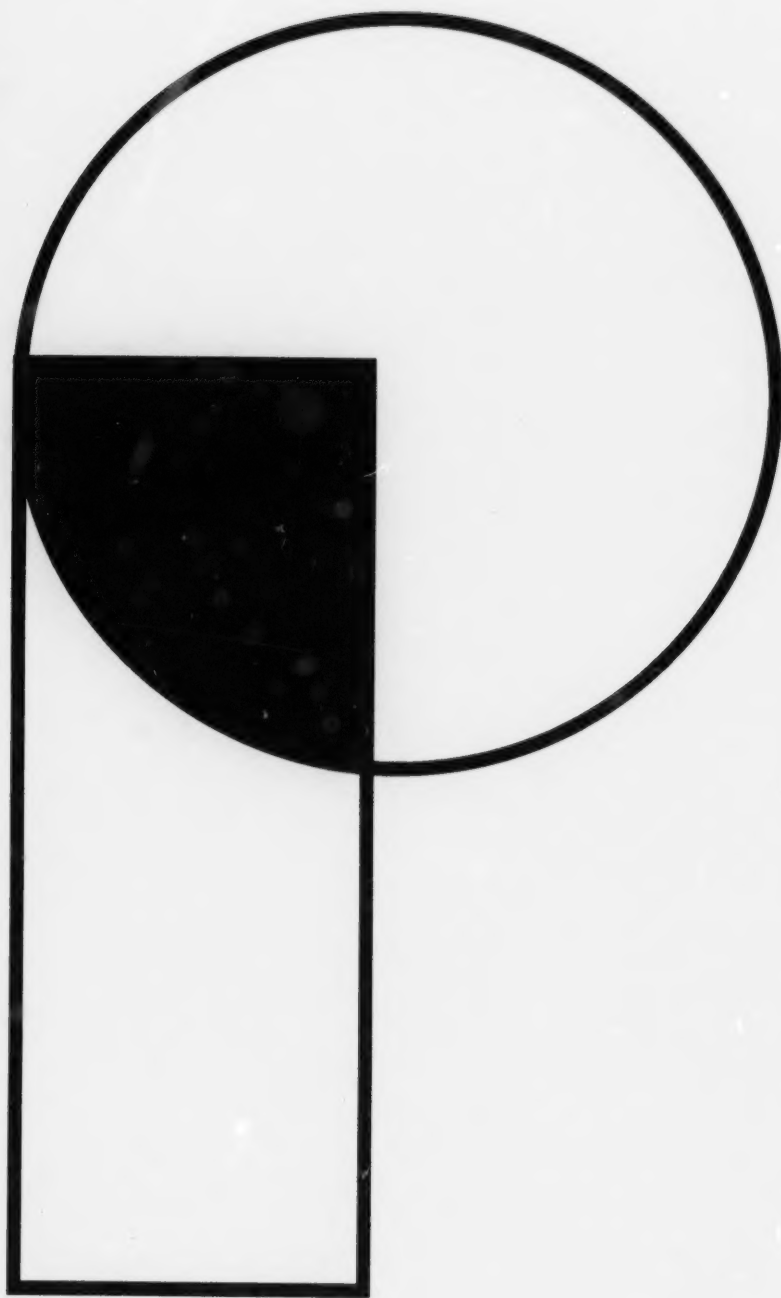
(Circle one) Beginning In Progress Fully Developed

2. Does your program need to develop more comprehensive **Transition Plans**?

(Circle one) yes no

3. How would you rate your need for further program development in this area?

(Circle one) 1 2 3 4 5
 Low Moderate High
 Priority Priority Priority



Section 9

Transition Services in the IEP



The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Transition Services in the IEP

From TRANSITION SUMMARY Volume 3, Number 1, March 1993 published by
National Information Center for Children and Youth with Disabilities (NICHCY)

Since the passage of the *Education for All Handicapped Children Act* (EHA), Public Law 94-142, in 1975, Individualized Education Programs (IEP) have been a requirement of law for all children and youth with disabilities found eligible for special education. Each student's IEP must list goals and objectives for educational activities and include information about the student's assessment and educational placement, the instructional content areas to be addressed throughout the year, the timelines and persons responsible for activities corresponding to the goals and objectives, how student progress will be evaluated, and the related services that each student needs in order to benefit from his or her special education. With the newest amendments to the EHA — now entitled the *Individuals with Disabilities Education Act*, or IDEA (Public Law 101-476) — a new component has been added to the IEP. Beginning no later than age 16, each student now must also have included in the IEP a statement of the *transition services* that he or she needs in order to prepare for such postschool outcomes as employment, postsecondary education, adult services, independent living, and community participation [*The Individuals with Disabilities Education Act*, 20 U.S.C. Chapter 33, Section 1401(a)(19)]. When appropriate, these statements must be also included in the IEPs of younger students [34 *Code of Federal Regulations* (CFR) Section 300.346(b)(1)].

The new definition of "Content of Individualized

Education Program" is presented in the box on the next page. Clearly, for students aged 16 or older and, in many cases, for students who are younger, the contents of the IEP have expanded, and this will broaden the focus of IEPs and affect how they are developed. Traditionally, the IEP has been designed for a maximum of one year, breaking annual goals into short-term objectives. With the addition of transition services, the IEP becomes longer term, with objectives spanning across several years. For the first time, planning is oriented towards life after high school, with plans including adult services agencies and community agencies, where applicable. This is an enormous step forward in the concept of preparing students educationally, and will require a great deal of insight, foresight, and planning on the part of students, parents, and school and other agency professionals.

This TRANSITION SUMMARY has been developed to assist IEP teams in this endeavor and, to that end, will examine transition services in detail. First, in order to provide a good grounding as to the meaning of these services, we will take a thorough look at how transition services are defined within federal law. The second half of this document will examine how federal law might be translated into educational action; this includes looking closely at transition components to include in the IEP, current national trends regarding setting goals for transition, and the importance of assessment in helping each student plan for transition.

Transition Services as Defined by the IDEA

The rules and regulations for the IDEA, released in late 1992 (see U.S. Department of Education, 1992a, 1992b), define transition services as:

(a)...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

(b) The coordinated set of activities...must —

(1) Be based upon the individual student's needs, taking into account the student's preferences and interests; and

(2) Include —

(i) Instruction;

(ii) Community experiences;

(iii) The development of employment

and other post-school adult living objectives; and

(iv) If appropriate, acquisition of daily living skills and functional vocational evaluation. (The Individuals with Disabilities Education Act, P.L. 101-476, 34 CFR 300.18)

To facilitate discussion of this definition, it may be useful to pose a number of questions about the nature of developing and including transition service statements in students IEPs and also about providing those services. These questions are:

- What are transition services?
- When must school districts begin providing transition services to students?
- Who will determine what services are needed?
- How does the team determine what services are needed?
- Who will provide the transition services?
- Where will the services be provided?

Content of Individualized Education Program

Individuals with Disabilities Education Act, Public Law 101-476

34 Code of Federal Regulations Section 300.346 • September 29, 1992

(a) General. The IEP for each child must include —

(1) A statement of the child's present levels of educational performance;

(2) A statement of annual goals, including short-term instructional objectives;

(3) A statement of the specific special education and related services to be provided to the child and the extent that the child will be able to participate in regular educational programs;

(4) The projected dates for initiation of services and the

anticipated duration of the services; and

(5) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

(b) Transition services.

(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in Section 300.18, in-

cluding, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in Section 300.18(b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

What Are Transition Services?

To understand what transition services are and what they mean to students with disabilities, it is important to look at the definition step by step, isolating key phrases and discussing their meaning, and also to view the definition more globally, looking at the Congressional intent for defining transition services in this way.

Post-school Activities. First and foremost, transition services are designed to help students with disabilities move from public school to post-school activities. What post-school activities might a student become involved in and, thus, need to prepare for? These are listed in the very first part of the definition: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

This scope of activities is necessarily broad, given the many domains of adult life and the problems that far too many former special education students have reported encountering in their postschool life. Difficulties in finding or keeping employment, poor integration into the community, lack of a social network, and lack of independence are among the difficulties that these students have experienced (Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, & Roe, 1985; Mithaug & Horiuchi, 1983). No less serious are their difficulties in gaining access to adult services and postsecondary education and training programs (National Council on Disability, 1989; Wagner, 1989). Clearly intended as a response to the disturbing findings of research, the list of post-school activities contained in the IDEA requires those involved in transition planning to address, not just the employment future of students with disabilities, but also their future needs within the much broader focus of life within the community.

Coordinated Set of Activities. To prepare a student for such post-school activities, the transition services must be a "coordinated set of activities." What is meant by coordinated? According to the Secretary of Education, this term means both "(1) the linkage between each of the component activi-

ties that comprise transition services, and (2) the interrelationship between the various agencies that are involved in the provision of transition services to a student" (U.S. Department of Education, 1992a, p. 44644). Thus, the various transition activities must complement and be coordinated with each other, and the different agencies responsible for providing the services must do the same, making sure that the services they provide to the student meet, in a coordinated, nonduplicating fashion, his or her transition needs. Because the transition process relies on the involvement of many individuals and many service providers, this coordination of effort is essential (DeStefano & Wermuth, 1992).

Outcome-oriented Process. The coordinated set of activities must also be designed within an "outcome-oriented process." This term outcome refers to the results, or intended effect, of the transition activities on the student (U.S. Department of Education, 1992a, p. 44644). This is one of the most critical intents behind IDEA's requirements regarding transition services. In the report submitted by the Committee on Education and Labor to accompany and explain the Act, Congress observes that individuals with disabilities "move from school to adult life with varying degrees of success" (U.S. House of Representatives, 1990, June 18, p. 9). Thus, "this definition of 'transition services' is aimed at preparing students (soon to leave school) for employment, postsecondary education, vocational training, continuing and adult education, adult services, independent living, or community participation" (p. 9-10). These are the outcomes that must be considered when planning what transition services each student requires; they are also exactly the same as the "post-school activities" which are listed in the definition of transition services and which, over the past decade, have proven problematic to many special education students exiting the school system. Appropriately addressing these postsecondary domains during the public school years, Congress feels, will enhance "a young adult's chances to achieve an adequate level of self-care, independence, self-sufficiency, and community integration" (p. 10).

Areas of Transition Activities. While it may not initially seem so, a critical part of the definition of transition services is found in (b)(2)(i) through (b)(2)(iii). This part states that the coordinated set of transition activities must include:

- instruction;
- community experiences; and

- developing employment and other post-school adult living objectives.

If appropriate, activities would also include acquisition of daily living skills and functional vocational evaluation [Section 300.18(b)(2)(iv)].

It is important to understand that these are the transition service areas that each IEP must address in its transition discussions (see U.S. Department of Education, 1992, p. 44644). What instruction will be used in providing a student's transition services? When will skill development require that the student have community-based experiences? What objectives might be written to guide preparing the student for the adult living domains he or she will experience after leaving school? Does the student need to acquire daily living skills? Is functional vocational evaluation necessary for determining and providing appropriate transition services to the student?

Thus, for every post-school activity area (e.g., postsecondary education, employment, adult service providers, etc.), the IEP would need to determine what objectives need to be written into the IEP, given the skills and knowledge the student needs to acquire in that area, what type of instruction should be used as a means of preparing the student for that post-school environment, and what community-based experiences would be appropriate. (More will be said about developing objectives and about using community-based experiences later in this document.) The question of whether the student needs to acquire daily living skills and/or participate in a functional vocational evaluation must also be considered; these services, unlike the first three, are provided only when appropriate to the needs of the student.

When Must Services Be Provided?

The second mandate within IDEA that will affect IEP development of students is the law's statement of when, at the latest, the provision of transition services must begin. According to IDEA:

...The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a

statement of the needed transition services... [Section 300.346(b)(1)]

The way in which this age requirement is stated gives school districts some latitude in deciding when to begin providing transition services. At a minimum, schools must provide services to students who are age 16. As the regulations state in a note, "For all students who are 16 years or older, one of the purposes of the annual [IEP] meeting will always be the planning of transition services, since transition services are a required component of the IEP for these students (Section 300.344, Note 2). However, a school may provide transition services to younger students, when their needs deem it appropriate. This may be particularly important for students with severe disabilities or for those who are at risk of dropping out of school before age 16. Considering the fact that 36% of students with disabilities do, in fact, drop out of school (Wagner & Shaver, 1989), the need clearly exists to provide transition services to many students who have not yet turned 16 years old.

Note 3 in this section of the regulations addresses this last point directly by pointing out that Section 602(a)(2) of the Individuals with Disabilities Education Act permits transition services to students beginning at age 14 or younger, when deemed appropriate. Note 3 goes on to state:

Although the statute does not mandate transition services for all students beginning at age 14 or younger, the provision of these services could have a significantly positive effect on the employment and independent living outcomes for many of these students in the future, especially for students who are likely to drop out before age 16.

Note 3 (in Section 300.344) goes on to quote from the Report of the House Committee on Education and Labor, which was written to accompany and explain the IDEA:

Although this language leaves the final determination of when to initiate transition services for students under age 16 to the IEP process, it nonetheless makes it clear that Congress expects consideration to be given to the need for transition services for some students by age 14 or younger. The Committee encourages this approach because of their

concern that age 16 may be too late for many students, particularly those at risk of dropping out of school and those with the most severe disabilities. Even for those students who will stay in school until age 18, many will need more than two years of transitional services. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer the. Initiating services at a younger age will be critical (House Report 101-544, 10 (1990).

In reference to students with severe cognitive and multiple disabilities, this House Report goes on to observe that, before these students "age out" of the public school system, "they must have time to develop the essential skills which will be critical for them throughout their lives. Transition services for this population must be considered, planned, and provided over a multi-year time period" (U.S. House of Representatives, 1990, June 18, p. 10). Thus, Congress makes its intent clear that, while providing transition services to students with disabilities under the age of 16 is not a requirement of the law, it is still highly desirable for many individuals, particularly those with severe disabilities and those at risk of dropping out of school.

Who Determines What Services Are Needed?

The regulations of IDEA are very clear as to what individuals should participate in determining the transition services a student needs and what these services will entail. In addition to the usual participants at an IEP meeting (e.g., the student's classroom teacher, a school representative, and the parents), the public agency is required to invite to any meeting where transition services will be discussed:

- (i) The student; and
- (ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services. [Section 300.344(c)(1)]

The Student. It is particularly important that the student be involved in the process. As can be seen above, the regulations specifically state that the student must be invited to attend the IEP meeting. This includes students who are younger than 16. If

transition services for a younger student are discussed at a meeting where the student is not present, no decisions regarding transition services may be made without holding a subsequent IEP meeting for that purpose and inviting the student to the meeting (Section 300.344, Note 2).

Furthermore, the coordinated set of activities developed "must be based on the individual students needs, taking into account the student's preferences and interests" [Section 300.18(b)(1)]. If the student does not attend, then the school must take "other steps to ensure that the student's preferences and interests are considered" [Section 300.344(c)(2)]. In most cases, the person most able to determine and explain the student's preferences and interests is, of course, the student.

However, perhaps the most important reason to involve the student in transition planning goes beyond what is required by law. The critical issue here is one of self-determination. "Self-determination, which includes self-actualization, assertiveness, creativity, pride, and self-advocacy, must be part of the career development process that begins in early childhood and continues throughout adult life" (Ward, 1992, p. 389). It is vital that educational systems, parents, and other service providers do everything they can to facilitate the development of each student's self-determination skills, for these are at the core of the student developing the ability to manage his or her own life. The IEP meeting is one critically important, and appropriate, place for the student to have an active, self-determining role. What is being discussed and planned in the IEP meeting, after all, are services that will directly affect the student's life, now and in the future.

To facilitate the student's participation in the transition process, however, many students may need to be informed about the nature of their role in the IEP meeting and afterwards — specifically, what their participation entails. Expressing personal preferences and desires and advocating for themselves, particularly in the presence of "authority figures" such as administrators, teachers, and parents, may be a new role for students, one for which they need guidance and feedback. Parents can help prepare the young person to participate in IEP meetings, talking about its purpose, describing what goes on and who typically attends, and discussing transition issues with their child before (and after) the meeting occurs. Some students may benefit from rehearsing certain aspects of the meeting

(e.g., greetings, appropriate ways to express preferences or suggest alternatives). If the student requires any accommodation, such as an interpreter or an augmentative communication device, this should be arranged (by the student, parents, or teacher) in advance of the meeting, to remove any artificial obstacles to the student's participation. Ultimately, "the goal is for students to assume control (with appropriate levels of support) over their transition program and identify and manage its various components" (Ward, 1992, p. 389).

Parents. Parents must also be invited to any meeting where transition services will be discussed, and they must be informed that that is the purpose of the meeting. The school must also indicate to the parents that the student will be invited and identify any other agency that will be invited to participate [Section 300.345(b)(2)].

Participating Agencies. Agencies that would typically be invited to participate in discussing and determining what transition services a student should receive would be those agencies that share responsibility in some way for providing or paying for those services. Thus, the agency responsible for providing vocational rehabilitation services might be invited to send a representative. If an agency is invited to send a representative to a meeting and does not do so, the school "shall take other steps to obtain the participation of the other agency in the planning of any transition services" [Section 300.344(c)(3)].

Together, this group of people—the student, the student's teacher(s), a representative of the school, the parents, representatives from outside agencies that will be involved in planning or providing transition services, and any other invited participants—will discuss and determine what transition services the student needs.

How Does the Team Determine What Services Are Needed?

The IDEA does not specifically identify how the IEP team determines what transition services a student needs, but since transition services are included as a component of the IEP, the process traditionally used to identify other needed educational or related

services would apply. This process typically involves evaluation using a variety of measures, such as observations, anecdotal information, and testing (standardized and/or performance). (See later in this document for a more detailed discussion of assessment issues.) Obviously, this evaluation process would focus upon transition issues (employment, postsecondary education, adult services, independent living, and community participation), asking questions such as:

- What competencies and knowledge does the student need in order to move successfully into employment (postsecondary education, adult services, independent living, community participation, etc.)?
- What skills and knowledge does the student have at present in each of these areas? Is functional vocational evaluation necessary to determine the student's level of skills?
- What knowledge and skills does the student still need to acquire?

This information will be critical in determining appropriate transition services for the student and in developing the specific transition plan. In particular, the plan should address the areas in which the student most needs to increase his or her knowledge and skills in order to prepare for transition.

It must be pointed out that, although the regulations state unequivocally that "the coordinated set of activities must...include instruction, community experiences, and the development of employment and other adult living objectives" (Section 300.18(b), emphasis added), there may be occasions when certain of these services are not provided to a student. This possibility arises from Section 300.346(b)(2), the section of the regulations defining the contents of the IEP. This section states:

If the IEP team determines that services are not needed in one or more of the areas specified in Section 300.18(b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made. [Section 300.346(b)(2)]

Presumably, this statement is included to acknowledge that students differ from each other in terms of the nature and severity of their disability, personality, abilities, cultural values, and interests. Therefore, the type and amount of transition services needed may also differ from student to student.

Just as special education and related services provided to students differ depending upon student need, so, too, will transition services vary. As with other educational services provided to students with disabilities, then, transition services will be individualized to fit the persons unique needs.

Thus, an IEP team may legitimately decide that a student does not need transition services in one (or more) area(s). For example, a student might be planning on studying at a local university. To prepare for transition to this environment, he or she may need to develop objectives related to the university's application process and to investigate what accommodations the university makes available to students with disabilities and which accommodations he or she will need, if any. Some instruction may be necessary to help the student address these objectives, but community-based experiences may not be necessary. To be in compliance with the law, the IEP for this student must then state that services in community-based experiences will not be provided and give the reason(s) why the team feels that the services are not needed. However, "since it is part of the IEP, the IEP team must reconsider its determination at least annually" (Section 300.346, Note 2). Presumably, this latter requirement is intended to ensure that when new information about the student becomes available or the student's plans change, appropriate changes are made in the transition services he or she needs in order to prepare for life after high school.

Hopefully, the regulation permitting variability in the type and amount of transition services will not also permit school districts to avoid providing services that are, in fact, needed by students. Students and parents should remember that the regulations require a team approach to making decisions about which services are needed, and that they are integral members of the team. In some cases, advocating for needed transition services may be an important part of obtaining the services. For disputes that cannot be settled through open discussion, compromise, or mediation, students and parents have recourse through the law's procedural safeguards (e.g., due process hearings). These safeguards are the same as those for resolving conflicts over special education and related services, for, indeed, transition services are an expansion of the IEP process and can be provided either as special education or as a related service (Section 300.18, Note).

Once the team has reached agreement on the transition areas that will be important for the stu-

dent to emphasize, actually developing statements within the IEP may be different from the process used for detailing special education and related services. The most important difference is that planning for transition must look several years into the future, proactively addressing questions such as:

- How many years of public school does the student have remaining?
- Given the student's present level of performance and where he or she needs to be by the end of high school, what transition services are needed this year?
- What services are needed in each remaining year?

Especially important to the goal-setting process is the concept that skills are learned along a progressive continuum of difficulty. This means that new skills should build upon the skills mastered previously and that addressing more advanced skills and knowledge can often be deferred to transition plans made in subsequent years.

A second difference is that the plan does not necessarily have to state the transition services in terms of annual goals and short-term objectives. Interestingly, the rules and regulations of the IDEA do not specifically require — nor do they specifically exclude — the use of goal and objective statements for transition services (such statements are required for other educational services). This is because "the IEP content requirements in Section 300.346(a) do not appear to be appropriate for all types of transition services" (U.S. Department of Education, 1992a, p. 44847). (For the IEP content requirements found in 300.346(a), see the regulations for "Content of Individualized Education Program" presented near the beginning of this document.) However, it is certainly good educational practice to plan many of the transition services using annual goal statements and short-term objectives. Such statements allow school districts, parents, and students to see clearly where they are going and to measure progress.

Who Provides the Services?

The IDEA requires that, when appropriate, the IEP of each student planning for transition should also include "...a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting [300.346(b)(1)].

The public agency, typically the school, is primarily responsible for the provision of transition services. According to the law, the school's responsibilities in this regard — what services it will provide — must be stated clearly in the student's IEP. The responsibilities of any other participating agency (e.g., vocational rehabilitation) must also be stated in the IEP, including a statement of the agency's "commitment...to meet any financial responsibility it may have in the provision of transition services" (Section 300.346, Note 1). Linkages between agencies, such as cooperative agreements to provide transition services, must also be stipulated.

According to the report accompanying and explaining the IDEA, this latter requirement of the IDEA signals the Congress' intention that "the preparation of students for movement from school to post-school environments not be the sole responsibility of public education. The purpose of the...statement pertaining to interagency linkages is to communicate shared responsibility" (U.S. House of Representatives, 1990, June 18, p. 12). This includes sharing (a) financial responsibility, in that "the local education agency should not bear the costs of transition services which according to the IEP would have been borne by another participating agency" (p. 11), and (b) personnel resources and expertise. Many of the adult agencies with whom responsibility might be shared have staff with considerable expertise in transition issues — for example, rehabilitation counselors from the local rehabilitation agency. Operating within an interagency cooperative agreement, a rehabilitation counselor might become involved in helping students with disabilities plan for transition. As the report of the Committee on Education and Labor observes:

...the rehabilitation counseling discipline embodies the wide range of knowledge needed

for successful school to work transition, i.e., vocational implications of disability, career development, career counseling for individuals with disabilities, job placement, and job modification. Therefore, rehabilitation counselors are professionally prepared to provide the appropriate counseling as well as to coordinate the services of the special education disciplines, adult services providers, and post-secondary education agencies to ensure effective, planned transition services for students with disabilities. (U.S. House of Representatives, 1990, June 18, p. 7-8)

The Committee on Education and Labor states very clearly, however, that "the responsibility for developing and implementing interagency participation is an administrative-level responsibility and should not be delegated to the already heavily-burdened teacher" (U.S. House of Representatives, 1990, June 18, p. 11). Each State Plan for special education sets forth policies and procedures for developing and implementing interagency agreements between the State Education Agency (SEA) and all other State and local agencies that provide or pay for services for children with disabilities (34 CFR Section 300.152). Thus, developing and implementing interagency agreements is a State-level or district-level responsibility, not one that falls to the classroom teacher.

Establishing such interagency linkages can be of enormous benefit to students planning for transition. This is because, as students with disabilities leave the public school system, their entitlement to educational, vocational, and other services ends. In the place of one relatively organized service provider (the school system), there may now be a confusing array of many service providers (i.e., the local vocational rehabilitation agency, the state department of mental health, developmental disabilities councils, community services boards, the federal social security system, and so on). Individuals with disabilities who have left school become solely responsible for identifying where to obtain the services they need and for demonstrating their eligibility to receive the services. Therefore, for many students with disabilities, identifying relevant adult service providers, establishing eligibility to receive adult services, and having interagency responsibilities and linkages stated in the IEP, all while still in school, "will be necessary to

ensure a smooth transition from school to adult life" (U.S. House of Representatives, 1990, June 18, p. 11).

Where Will Transition Services Be Provided?

The IDEA does not enumerate where transition services should be provided. However, it is important to note that the definition of transition services states that the coordinated set of activities that the IEP team designs to promote the student's movement to post-school life must include:

- (i) Instruction;
- (ii) Community experiences;
- (iii) The development of employment and other post-school adult living objectives; and
- (iv) If appropriate, acquisition of daily living skills and functional vocational evaluation. [300.18(b)(2)]

These requirements make it clear that transition services should be provided across a variety of locations, including within the community, as befitting the needs of the student and the particular skill or knowledge to be acquired. For example, the IEP team might determine that the student needs to learn how to operate within the community. One important facet of this general goal might involve knowing how to ride the bus. Transition services, then, might address the student's need to ride the bus by developing learning experiences within the classroom (e.g., instruction in how to identify the proper bus and pay for the ride) and then matching the classroom experience with activities within the community (e.g., actually taking the bus). More will be said later in this document about the importance of providing students in transition with community-based experiences.

Conclusions, Ramifications, and Other Observations

Expanding the IEP. Adding transition services to the IEP takes advantage of an already established process for deciding upon and delivering educational services to students with disabilities. The IEP process under the IDEA is much the same as under the EHA, in that a multidisciplinary team—including the parents and, where appropriate, the student—meets to discuss and set appropriate goals and objectives for the student with a disability. The team also identifies the services the student needs, states how it will determine if the student has achieved the goals and objectives, and decides other important aspects of the student's special education, including the amount of time to be spent in regular education classes.

However, now that needed transition services must be stated in the IEPs of all students who are 16 years old and older (and in the IEPs of many students who are younger than 16), the basic tenets of the IEP described above are expanded, if not in format, then in philosophy. Perhaps the largest and most significant aspect of including transition services in the IEP is the need to expand the original concept of annual goals and short-term objectives to focus on outcomes of special education and incorporate the long-range life goals of the student with disabilities. This change in philosophy does not by any means indicate that educators and agency personnel can predict or be responsible for what the rest of an individual's life will entail. It does, however, cause professionals and families to think beyond the parameters of year-long goals and school-only service systems. The subsequent challenge for IEP teams is the creation of transition goals that reflect the needs the student with disabilities will have as an adult and yet still fit within the guidelines of IEP process.

The fact that the IDEA (P.L. 101-476) specifically defines transition services as a component *within* the IEP will, undoubtedly, have other ramifications for local education agencies and education professionals. For example, while many local education agencies (LEAs) across the country are already providing these services, they are following their own, individually-styled formats for transition plan-

ning. This includes the use of a separate *Individualized Transition Plan* (ITP) that is attached to the IEP. Since transition services are now defined as being part of the IEP, LEAs using a separate document (the ITP) may need to integrate development of this document into the IEP process.

Bringing in the World Outside of School.

Another ramification is that the participants in an IEP meeting may now include individuals from outside of the school setting, such as representatives of adult service providers (i.e., vocational rehabilitation, Social Security Administration, JTPA programs, Community Services Board). Including professionals from nonschool agencies in IEP development is important in providing transition services, because any or all of these agencies may be involved with the student during and/or after his or her public school years. Further, the concept of *responsibility* has been expanded to include nonschool professionals. This is intended to encourage creative cooperation between the agencies to share transition responsibilities for the youth with disabilities and to forge linkages. Interagency coordination between youth and adult service providers will greatly facilitate the transition process and encourage collaborative planning and programming at the local level. Certainly, these linkages are vital to students' successful transition to the adult world.

But what happens if a participating agency, such as the vocational rehabilitation agency, fails to provide the services it has agreed to provide? The IDEA states that, in this instance:

...the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP. [Section 300.347(a)]

Thus, should an agency default on its agreed-upon obligation, the public agency — in most cases, the school — is required to reconvene the IEP team and find alternative strategies for meeting the transition objectives stated in the IEP. One potentially negative outcome of this mandate is that, when any adult service provider fails to carry out its stated obligations, the responsibility for transition services returns to the schools. This possibility is addressed in the regulations for the IDEA, which state that, even when the school re-convenes the IEP team to discuss alternative ways of meeting a student's

transition objectives, the participating agency defaulting on its obligation is in no way relieved "of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligible criteria of that agency" [34 CFR Section 300.347(b)]. How exactly the defaulting agency will be held accountable for the services it had agreed to provide is unclear, except that the policies and procedures set forth in the State plan for special education services — specifically those relating to interagency agreements (Section 300.152) — would be called into play. These policies and procedures should give the schools a mechanism for resolving disputes and for securing reimbursements from other agencies. However, because the strength of these agreements varies from location to location, some school districts may find that this particular regulation does not save them from having to assume total responsibility for paying for and providing transition services. How defaults will affect students and the services they receive also remains to be seen.

Another potentially negative outcome of this regulation governing defaults lies in the fact that the IEP team can, if necessary, revise the student's IEP. The way that the regulations state this might lead some to believe that goals and objectives stated in the IEP may be dismissed, simply because it is difficult for the school to find ways to meet them.

It is extremely important to note that *revising the IEP does not mean that goals and objectives may be abandoned*. The Secretary of Education is very clear on this point, as follows:

When an IEP team is reconvened, an alternative strategy may be able to be identified without changing the student's IEP. In other cases, the IEP team may find it necessary to revise the IEP to include alternative ways to meet the goals that were identified. (U.S. Department of Education, 1992a, p. 44848)

Thus, it is not the goal and objective statements that may be revised; it is the ways in which the goals and objectives will be met.

Broadening Curriculum and Staff Roles.

Traditionally, educators have focused upon providing school-based services. Now, with transition services, schools must expand the scope of their services to include instructional and educational experiences that will occur outside of the school building

and that are related to much broader outcomes: employment, independent living, functional skills, community participation. And "as the definition of the secondary-level special education classroom expands beyond the physical structure of the school building to include the entire community, personnel capabilities must be expanded as well" (DeStefano & Wermuth, 1992, p. 543). Staff must learn new roles, new information, and new skills; they must be able to collaborate with "families, employers, community-based service providers, and other key players in the post-school environments encountered by students with disabilities" (p. 544). Clearly, these changes — expanding curriculum and expanding the competencies of staff — present schools with a significant challenge, particularly in this time of budget crunches and academically-oriented educational reform.

Given all that has been said above — the many details of federal regulations and how they govern provision of transition services — it may be useful to conclude this section by looking again at the Congressional intent behind transition services. This

represents the spirit of the law and should be a guiding force in how school districts work with students with disabilities to prepare them for life after high school.

Transition Services and Congressional Intent

The Committee on Education and Labor issued these paragraphs as part of the report written to accompany and explain the Individuals with Disabilities Education Act, P.L. 101-476.

The Committee expects that schools, when developing a child's individualized education program each year, will (a) consider the post-school outcomes desired for that student, and (b) provide educational and related services designed to prepare the student for achieving these outcomes. This process should begin as early as possible in a child's life and must be reflected in the IEP (by no later than age 16) as a statement of the transition services to be provided.

The Committee wishes to emphasize that the schools are not being asked to do what they are not intended to do. For instance, the schools are not expected to become job placement

centers. However, there are many employment and employment related activities which are appropriately provided by and funded through the local education agency. In addition, the schools should facilitate linkage with other public agencies in the transition to independent living, job training preparation, vocational rehabilitation, and post-secondary education. That is why the Committee has taken great care in its choice of the words "which promotes movement" in the definition of transition services. The Committee expects schools to familiarize themselves with the post-school opportunities and services available for students with disabilities in their

communities and State, and make use of this information in the transition planning for individual students. By doing so, schools can facilitate linkage with agencies when needed by students, can ascertain requirements for access to, and participation in, the opportunities offered by these agencies, and thus can effectively communicate this information to students and their families, and identify ways in which they can prepare students with disabilities to take advantage of these opportunities.

*U.S. House of
Representatives
1990, June 18, p. 12*

Suggested Transition Components

Having looked at the IEP as a planning document, and some ramifications of including transition services in the IEP, let us now examine more closely the specific areas or domains that are critical for IEP teams to address when planning for a student's transition to adult life. These domains are:

- Employment, including supported employment;
- Postsecondary educational activities, including postsecondary education, vocational training, and continuing and adult education;
- Independent living, including exploration of residential options and daily living skills that will be needed in adult life;
- Eligibility for various adult services; and
- Community participation, including recreation and leisure activities and the development of personal and social skills.

This discussion is based upon the transition planning being conducted in states throughout the country and upon the definition of transition services contained in the IDEA (Section 300.18). Before beginning to discuss each of these areas, however, it is important for the IEP team to realize that transition goals are not designed to predict what an individual will be doing in twenty years. While some of the transition goals developed for a student may be related to acquiring quite specific skills (e.g., how to use a piece of equipment essential to a particular occupation), many of the goals and objectives should represent basic skills that cut across the domains listed above. For example, punctuality is important not only in maintaining employment; it also has value in maintaining personal relationships, in accessing recreation and leisure activities, and in using public transportation. Similarly, the ability to use money is important in independent living environments (for instance, to buy food or pay the rent) and in recreational situations, where tickets to an event might need to be purchased. Thus, it is a good idea for a student to address transition goals that focus upon developing skills that will be as relevant twenty years from now as they are at the time of IEP development.

For each student, self-determination and self-advocacy skills would certainly be relevant now and in the future. It might be suggested that four of the most fundamental skills or knowledge students can have that will serve them well in a wide variety of

adult situations are the following:

- the ability to assess themselves, including their skills and abilities, and the needs associated with their disability;
- awareness of the accommodations they need because of their disability;
- knowledge of their civil rights to these accommodations through legislation such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973; and
- the self-advocacy skills necessary to express their needs in the workplace, in educational institutions, and in community settings.

These skills will provide students with a strong base for participating in the development of IEP goals, including transition services, and for managing the many aspects of adult life that will become important after high school.

Another issue that may be important in transition planning — and one that may ultimately affect decisions made in each domain — is transportation. The IEP team may need to consider (a) the availability of public transportation in the students community; and (b) how dependent the student will be upon public transportation in order to go to work or postsecondary school, travel to and from home, access adult service providers, and move about in the community. If the student can drive and expects to have access to a vehicle, then transportation may not be a critical factor in planning for the future. However, if the student will have to rely upon public transportation, then this fact needs to be taken into consideration when exploring future options. Certainly, many students will want to develop the ability to use public transportation by the time they leave the school system. In some cases, decisions about what postsecondary schools to attend, where to live in the community, and so on may be driven by the availability of transportation and the students skill in using it.

It is also important to understand that not every student with disabilities will need to receive transition services in all of the domains. The domains discussed below will need to be considered to the extent indicated by the nature and severity of a student's disability and his or her plans and desires for the future. Some students with severe disabilities will need extensive intervention to plan effectively for

transition to adult life. Students with milder disabilities may require only limited services in one or two areas, with specific attention given to how their disability affects a particular aspect of transition.

Employment

Given the research presented earlier on the unemployment and under-employment of individuals with disabilities, and the fact that working has been shown to make an enormous qualitative difference in the lives of people with disabilities (Harris & Associates, 1986), all members of the IEP team must give serious consideration to planning and preparing the young person for future employment. Developing employment-related transition goals for a student will require discussion and planning of issues such as:

- In what type of work is the student interested?
- Considering the nature and severity of the student's disability and the nature of his or her job interests, is it more appropriate for the student to be involved in competitive employment or some level of supported employment?
- If the student has chosen a particular occupational field, does he or she have the skills and abilities needed to succeed in that field? What specific work skills is the student missing?
- Does the student know what employee behaviors are considered important to successful employment, and does he or she demonstrate these behaviors?
- What school activities are needed in order for the student to acquire these work-related skills and behaviors?
- What type of academic, social, and/or vocational program is needed to help the student acquire relevant work skills and behaviors before he or she exits high school? Is there such a program available within the school system or community? If not, what individuals and organizations (school, businesses, paraprofessionals, job coaches) can collaborate to develop a personalized program to address the student's needs?
- What types of accommodations might the student need on the job? Is the student in-

formed as to his or her rights under federal law to receive accommodations? Does he or she have the self-advocacy skills necessary to request and obtain these accommodations?

For the IEP team to address these questions on an informed basis and develop appropriate employment goals and objectives for the student, a thorough vocational assessment of the student may be essential. Vocational assessment — which will be discussed in more detail later in this TRANSITION SUMMARY — can provide the IEP team with valuable information, such as what interests and aptitudes the student has, and what work skills the student has mastered and which skills need to be developed. Many of the issues associated with employment planning are discussed in two NICHCY products: *Vocational Assessment* (Transition Summary #6) and *Options After High School for Youth with Disabilities* (Transition Summary #7). There are also many transition models in use around the country, and these can be used to guide the IEP teams development of employment-related goals, objectives, and activities. (Suggestions for obtaining transition models used in other localities are given in the last section of this Transition Summary, which is entitled "Guidelines for Transition Planning.")

One such model — called the Life-Centered Career Education Curriculum (Kokaska & Brolin, 1985) — breaks down the area of occupational skills into such goals as:

- (a) selecting and planning occupational choices;
- (b) exhibiting appropriate work behaviors; and
- (c) seeking, securing, and maintaining employment.

Within each of these general goal areas, specific corresponding objectives might include:

- (a) identifying occupational needs, interests, and aptitudes;
- (b) following directions, working at a satisfactory rate, and accepting supervision; and
- (c) searching for a job through want ads and personal networking, applying for a job, and interviewing for a job.

Of course, these are just some of the objectives that might be developed to address general occupational goals. Each of these objectives might be broken down further or other objectives might be developed to address the specific needs of the student. When setting goals, it is important to remember

that employment skills, like any skills, are learned along a progressive continuum of difficulty. For example, the suggested goal areas under "Exhibiting Appropriate Work Habits and Behaviors" range from the basic behaviors of following directions and being punctual, to more advanced behaviors such as working at a satisfactory rate, working with others, and accepting supervision, and finally to a sophisticated behavior such as demonstrating occupational safety (Kokaska & Brolin, 1985).

It should also be noted that planning employment goals does not necessarily dictate specific jobs. While it is fine to develop goals related to acquiring the skills needed to do a specific job, this should not happen to the exclusion of developing the general skills and abilities necessary for seeking, securing, and maintaining employment. An important aspect of transition planning is building skills that will generalize to adult situations and serve the student well later in life. In fact, most of the behaviors addressed in the "Work Habits" section may be practiced within the classroom setting from a very early age. This suggests that, ideally, transition planning should begin in the early elementary school years, giving students with disabilities the time and opportunity to develop a broad base of basic skills that would be transferrable to the wide variety of situations they will encounter throughout their lives.

Postsecondary Educational Activities

Planning postsecondary educational activities recognizes that not all young people will seek employment immediately after they leave high school. Many students will want to pursue further education. This education may be academic in nature, such as going to a university or college, or it may be technically oriented, such as going to a trade school or vocational center to acquire the skills needed for a specific occupation (e.g., electrician, plumber, cosmetologist).

Goals and objectives related to this option will depend on (a) whether the student is intending to pursue an academic or technically-oriented education after high school; and (b) the nature and severity of the student's disability and how it affects pursuing postsecondary education. Some important

general goals and objectives in this transition area might include:

- the learning of effective study habits;
- arranging for job try-outs to allow the student to sample work in a specific area;
- making arrangements for accommodations needed during college board or SAT testing (e.g., test in braille, oral presentation of questions, untimed testing, other);
- identifying postsecondary institutions that offer the sort of training or education desired;
- identifying the types of accommodations and support services that the student needs because of his or her disability;
- identifying postsecondary educational institutions that make available the accommodations or support services needed by the student; or
- applying to the schools of choice and advocating for needed accommodations.

As with any transition goal-setting, planning for postsecondary education should be firmly grounded in assessment. Students who wish to attend college may still consider vocational assessment as an important process in identifying postsecondary and career options (Rothenbacher & Leconte, 1990).

Independent Living

Considering the eventual independence of an individual with disabilities is often a source of concern and excitement for both the individual and his or her family. Many issues will need to be considered under this transition domain, including (a) where the student will live (either staying in the family home or living elsewhere), and (b) the skills that are basic to taking care of oneself.

Exploring Independent Living Options. Not every student with disabilities will need to consider the question of where he or she will live after leaving high school. Some will wish to continue living in the family home. Others may be attending a postsecondary institution that provides housing for students. However, for many students, exploring the question of where to reside in the community will be an important transition issue. Options may range from independent living to group living to institutional care, and may take the following forms:

- *Independent living situations* do not provide

the person with disabilities with supervision or support. The person is responsible for all aspects of self-care and maintenance. Renting an apartment or house alone or with a group of friends, with no more assistance than what a person without a disability might receive, would be an independent living situation.

- *Foster homes* are owned or rented by a family that provides some care and support to one or more nonrelated individuals with disabilities. This setting emphasizes "the individuality, diversity, and intimacy" that the family situation typically provides (Janicki, Krauss, & Seltzer, 1988, p.6).
- *Group homes* have staff who provide care, supervision, and training for one or more individuals. The number of individuals may vary from group home to group home. Small group homes may have fewer than 10 people, while a large group home might serve from 21 to 40 individuals.
- *Semi-independent living situations* generally have separated units or apartments in one building, with staff living in a separate unit in the same building. The staff provides some care and support to the individuals with disabilities who live there, in keeping with each individuals needs.
- *Board and supervision facilities* have staff who provide residents with more extensive care and support than they would receive in a semi-independent living situation. For example, residents have sleeping rooms and receive meals and supervision. However, no formal training or help with dressing, bathing, and so on is provided.
- *Personal care facilities* have staff who provide residents with help in dressing, bathing, and other personal care. No formal training is provided to residents.
- *Nursing homes or institutions* provide comprehensive care to individuals with disabilities, including daily nursing care. (Hill & Lakin (1986), as cited in Janicki, Krauss, & Seltzer, 1988, p.6)

The type of living option most appropriate to an individual with disabilities will depend upon his or her personal desires (e.g., whether he or she wants to live at home or outside the home, either alone or with others), the nature and severity of the disability, the amount of care, support, and supervision the

person needs on a daily basis, and the amount of support available through the family and through local, state, or federal agencies (Eshilian, Haney, & Falvey, 1989, p. 120). Each student and his or her family members will need to decide which independent living option best suits the needs and preferences of the student in question. The school can provide instruction in areas that would help an individual gain independence, such as home economics, driver's education, and money management. Schools can also help the student address this post-school adult living domain by providing him or her with information about living options in the community and assessing the student's need for support. The student and his or her family can then use this information to explore options on their own. They might visit as many of the options as possible and learn the eligibility and application requirements of each. Based on the information they collect, a decision would then be made within the family about where the student will live as an adult.

Acquiring Daily Living Skills. Daily living skills are the skills involved in taking care of oneself on a daily basis. These skills are an important subcomponent of the independent living domain and include such activities as dressing, grooming, household chores, shopping, managing finances, and so on. How completely the student has mastered daily living skills may ultimately determine the type of living environment selected as most appropriate.

As with the other post-school adult living domains, a thorough assessment of student skill levels is an essential part of developing appropriate instructional activities. Parents and students can contribute a great deal of anecdotal information in this regard, as would an ecological assessment (see the section entitled "The Importance of Assessment in Transition Planning" for a description of this assessment method). Depending upon what assessment reveals about a student's proficiency at daily living skills, independent living goals may accent such skills as: (a) caring for personal hygiene needs, (b) managing finances, and (c) purchasing and preparing food. Each of these goals can be broken down into objectives that would range in level of difficulty. Under Kokaska and Brolins (1985) model, for instance, the goal area of "Managing Daily Finances" includes a range of objectives that are learned in sequence, so that across one or more years a student might be required to master any or all of these skills:

- identifying money and making change;

- budgeting and making wise expenditures;
- obtaining and using bank facilities
- keeping financial records; and
- calculating and paying taxes.

Similarly, the general goal area of "caring for personal hygiene needs" might be broken down into objectives ranging from basic skills such as being able to dress and groom oneself appropriately, to more advanced skills such as knowing how to prevent and care for illness. Stating each objective needs in terms that are observable and quantifiable allows the IEP team to determine concretely if the student has mastered the skill in question.

Because acquiring daily living skills is so central to a person's ability to function independently, much care needs to be taken in how instructional activities are designed. For many students, particularly those with severe disabilities, a *community-based curriculum* is highly appropriate. In a community-based approach, students may initially learn and practice a skill (e.g., buying food) in the classroom but eventually practice the skill in a community or home setting. This is because many students will have difficulty transferring what they have learned in the classroom to the actual setting in which the skill is typically used (e.g., the grocery store). What happens then is that, while the student can perform the skill in class, he or she may not be able to do so in the real world environment where the skill is actually needed. Therefore, "community environments frequented by the student and by his or her family now and in the future should be the environments used to directly teach" (Falvey, 1989b, p. 92). It is important to note that community-based instruction is most effective when only a small number of students receive instruction at a time.

For a number of logistical reasons, many school districts have been reluctant to use a community-based approach. The most typical problems include difficulty in staffing, funding, transportation, liability issues (who is responsible for injury or property damage when students are involved in community training), safety of the students, community access, and administrative, teacher, and parental support (Falvey, 1989b, pp. 94-105). Yet, there are many ways in which school districts can address and overcome these problems (see Falvey, 1989b). Now that "community experiences" are listed in IDEAs definition of transition services [Section 300.18(b)(2)(ii)], one would expect to see school districts providing some transition services through a community-based curriculum. It is certainly worth-

while for districts to develop instructional programs based in the community and for parents and student to support this type of learning experience. Such an approach to learning and teaching is often essential, if students are going to master the skills necessary to functioning in the community.

Eligibility for Adult Services

For many youth, "a successful transition into the labor force is contingent upon a successful transition from special education to the adult service delivery system" (DeStefano & Snauwaert, 1989, p. 37). This is because, once the young adult with disabilities exits the school system, he or she is no longer formally *entitled* to receive services. Rather, the youth must demonstrate his or her *eligibility* to receive services. Moreover, students and their families may be faced with a multitude of service options, each with its own eligibility requirements. For young people with disabilities, two of the most important service providers may be:

- the Social Security Administration, which administers the Supplemental Security Insurance (SSI) and Social Security Disability Insurance (SSDI) programs (each of which can provide individuals with disabilities with cash benefits, work incentives, and Medicaid coverage); and
- the Vocational Rehabilitation system, which can provide services ranging from job training to job placement and follow-up.

Both of these adult service providers are described and discussed in Murray & Kupper's (1991) article "Adult Systems" in NICHCY's TRANSITION SUMMARY entitled *Options After High School for Youth With Disabilities*. There may be many other agencies in the community as well (e.g., Department of Mental Health, Community Services Boards, Social Services, Developmental Disability Council, State Employment Commission, JTPA projects). Any of these agencies may make a range of services available to individuals with disabilities who meet eligibility requirements. Thus, investigating adult services and identifying eligibility requirements are crucial aspects of planning for the student's future.

Since transition planning must now involve input from community agencies that will serve the individual upon exiting the school system, using IEP goals as a vehicle to investigate, identify, and

satisfy these agencies' eligibility requirements will give the student a head start in accessing these service providers in the future. For example, a goal might be for the student to become familiar with at least four postsecondary service providers. Corresponding objectives and activities could then specify visiting the agencies, meeting with caseworkers, determining eligibility requirements, and completing the paperwork necessary to establish eligibility in the agencies judged to be most appropriate to the student's needs. The school system might even wish to arrange for representatives of these agencies to visit the school and meet with a group of students.

Parents and students should be aware that some adult service providers such as the Social Security Administration require several months to process applications. To avoid an unnecessary delay in receiving services upon graduation, it is suggested that the student file an application six months or so before leaving school. Parents and students should also be aware that students may be placed on a waiting list to receive services from agencies such as Vocational Rehabilitation. Therefore, it is a good idea to explore alternatives to these traditional service providers. Often, word-of-mouth provides the best leads to alternate service providers. The school itself or the district's special education office may be able to recommend agencies or organizations that provide services or referral within the community or county. Other organizations that parents and students might consider contacting include: private nonprofit organizations within the community, local parent advocacy groups, disability advocacy groups, and the Developmental Disabilities Council. It may also be helpful to look in the Yellow Pages Telephone Book under "Family Services" ("Human Services" or "Social Services" in some locales) and see what service agencies are listed.

Community Participation

The IDEA specifically mentions community participation as one possible domain of transition planning. Indeed, if the end goal of transition is to live successfully in one's community (Halpern, 1985), then transition teams will need to address not just where the young adult will live in the community, and where he or she will work or go to school, but also how the individual will live. Webster's New Collegiate Dictionary (1980) defines "community" as "an interacting population of various kinds of individuals in a common location." Unfortunately, for many individuals with disabilities, community is merely a place of buildings and streets. There is little social interaction with other community members and little participation in community events. Through planning and preparation, however, young people with disabilities can learn to participate more fully in, as well as contribute to, the life of their community. Specific attention may need to be given to two dimensions of community participation: recreation and leisure skills, and personal and social skills.

Recreation and Leisure. Many youth with disabilities need special assistance to learn how to use their recreation and leisure time constructively. Planning often needs to focus on developing a student's ability to identify, pursue, and participate fully in recreational and leisure activities in school and in the community. According to Falvey & Coots (1989, p. 142), positive outcomes of developing students' recreation and leisure skills are that:

- having these skills can facilitate the participation of individuals with disabilities in a variety of environments;
- recreation and leisure activities are physically and emotionally beneficial to persons of all ages;
- these activities provide opportunities for social interaction, communication, and the development of friendships;
- constructive use of leisure time can reduce inappropriate social behavior; and these activities can be developed into vocational and career opportunities.

No professional, however, should pretend to know the most enjoyable activities for a student outside of school, and most certainly the student's likes and dislikes may change with maturity. It is

important that recreation and leisure activities developed to address IEP goals and objectives are ones "that are desired, preferred, and chosen by the individual" (Falvey & Coots, 1989, p. 146). Therefore, parents and professionals are cautioned against developing transition goal statements that essentially force the student to participate in a recreational activity that is not of personal interest or value. Goal statements might focus upon helping the student learn to use his or her leisure time constructively and in ways that are personally enriching; the specific skills needed to participate in a chosen recreational activity (e.g., swimming, tennis, singing, bowling, card games, etc.) might also be developed. In communities that have recreational facilities and activities open to community members, goal statements might focus upon developing the student's basic skills in information gathering, self-initiation, and choice-making, all of which would empower the student to pursue his or her own interests. Concrete objectives, then, might include the student's learning:

- what types of assistive technology are available to facilitate his or her participation in recreational activities of interest;
- what specific accommodations or adaptations can be made to help the student participate in a recreational activity;
- how to find out what is happening in the community;
- how to access public transportation; or
- how to acquire tickets to events.

These objectives might be tied initially to school events, so that, depending upon the interests and abilities of the student, he or she might pick a number of school events to attend (e.g., ball games, concerts, plays, dances), find out when and where the event takes place, buy a ticket, and arrange transportation to and from the event.

Extending these activities to community events would be the next logical step in the student's acquisition of the basic skills needed to participate in recreation and leisure activities. Using a *community-based curriculum*, as described under "Independent Living: Daily Living Skills," is highly recommended. To take advantage of events occurring in the community, it is a good idea to develop a resource bank of community organizations. (Some of these organizations may be agencies that could share responsibility for planning and implementing the transition services a student needs.) Examples of organizations in the community that may be

helpful include: the park and recreation department, recreation centers, YMCA and YWCA, movie theaters, bowling alleys, pools, community colleges, church groups, hobby groups or clubs, and neighborhood gyms and sports clubs (Falvey & Coots, 1989, pp. 159-160).

Personal and Social Skills. While transition planning cannot encompass all phases of an individual's life roles, helping the student to develop good personal and social skills is likely to prove beneficial across many of the domains of adult life. For example, having good personal and social skills can help the person form and maintain friendships within the community, interact with service providers, and obtain and maintain employment. Thus, the development of personal and social skills is an appropriate transition goal for many students.

The goals and objectives developed in this area, of course, should be individualized to meet the student's particular needs. For example, if a student has difficulty in behaving in ways that are socially appropriate, objectives might include learning how to maintain eye contact; learning how to greet people; knowing the difference between strangers, acquaintances, friends, and intimates and how each should be treated; developing appropriate table manners; demonstrating the ability to take turns during conversations; and so on. If the student has difficulty with behaving in ways that are socially responsible, objectives might range from the student knowing the difference between public and private situations, to being able to recognize authority figures, to becoming aware of the laws and punishments for certain types of behavior.

Certainly, having good personal and social skills is important to functioning in the many domains of adult life. There are many resources available to assist parents and professionals in planning activities which will help the student develop these useful skills. Some of these materials are listed under "Community Participation" in the RESOURCES section of this document.

Tying Transition Goals and Objectives to School Events and Activities

Once transition goals and objectives have been developed for a student with disabilities, school personnel then design activities to help the student achieve each objective. With their focus on developing skills that will help the student in a variety of adult roles, some transition services may be distinct from other educational services the school system typically provides. For example, developing a student's ability to participate in community activities may be a new task for many school districts. Investigating residential options as a part of the Independent Living domain would be similarly new ground for many schools. It may be difficult to develop activities corresponding to some of the stated transition goals and objectives, when educational programming typically revolves around placing the student in one class for first period, another class for second period, and so on. Thinking creatively about educational programming may be necessary in order to develop a "match" between a student's transition goals and objectives and his or her class schedule (e.g., First Period-Special Education English, Second Period-Social Studies, etc.). While not intended to imply that all transition goals can be met through programming within the school building itself the community must clearly be the site of many transition activities this section presents some examples of ways in which school systems can incorporate transition activities into students' educational programs, as well as take advantage of school events and activities to help students with disabilities achieve transition goals.

Many employment-related transition goals can be addressed in vocational education programs. Teachers should be alert to opportunities to place students in jobs within the school, where they can practice skills learned in vocational education class. For example, students might be required to work in the office one hour a day as a lab placement. Specific skills such as answering telephones, typing, or computer work could be practiced, and worker behaviors such as punctuality, working under supervision, and staying on task could be observed, developed,

and evaluated.

Under the independent living domain, many daily living skills can be readily addressed in classes the school typically offers. For example, these "matches" could be made:

- food purchase and preparation in home economics or math class, or in the school cafeteria or store;
- money management in math class;
- reading survival words, using the phone book, reading the help wanted ads, movie schedule, bus schedule, and so on in English class;
- personal hygiene in health or home economics class; and
- driving or transportation issues in driver's education class.

Students could then apply the daily living skills relevant to their needs by performing "jobs" around the school. Working in the cafeteria, for example, could provide students with concrete application of food preparation skills. Selling tickets at a school event or working in the school store provides similar opportunities to apply money management skills.

Recreational and leisure skills could also be developed in a number of ways within the school. Physical education classes are a good place to learn skills that are useful to pursuing recreational activities such as swimming, baseball, or basketball. Elective courses such as music, art, dance, creative writing, or home economics offer students opportunities to develop appreciation for ways to use leisure time constructively. This can form the basis for eventual investigation of and participation in community events and clubs. Afterschool clubs such as astronomy, drama, band, or intramural sports offer similar opportunities for growth and involvement. Even events that require passive participation (e.g., attending school plays or sports events) can be used to develop skills and interests that will transfer to community settings.

The development of personal and social skills can be addressed through classes that allow students to interact. This would include both special education classes and mainstream classes with non-disabled peers. Places such as the school bus or the cafeteria also give students the opportunity to address goals and objectives in this area, as do afterschool clubs (e.g., working on the newspaper or yearbook).

The important point here is that there are many diverse and creative ways that transition goals and objectives can be addressed, using the resources

within the school and the events and activities that typically take place there. Parents and professionals can take advantage of what is naturally occurring in the school to give students the opportunity to practice and apply many of the skills important to transition. This may be essential in rural locations where the nearest town is miles away and students have limited opportunities to practice within the community those skills they are learning in school.

The Importance of Assessment in Transition Planning

The underlying philosophy of transition planning is the student's preparation during the school years for longer-range life roles. Planning for post-school life must be based on a thorough assessment of the individual. Assessment will reveal that person's strengths and needs, information which can then be used as the basis for making educational decisions.

Assessment should not involve the use of only one instrument or test. In order to provide a broad range of information about the student, a variety of assessment approaches and tools is necessary. For example, *achievement tests* used in the classroom can contribute information about the student's skills in reading, math, or other subject areas. *Psychometric tests* can be used to measure the attributes of the individual such as his or her interests, personality, or aptitudes. *Observations* of the student also contribute valuable information about the student, such as attentiveness, dexterity, attitude, and skill level at a particular task. Particularly good observational and *anecdotal* information about the student comes from the student's parents, because "parents and other family members are generally most familiar with the levels of skill proficiency of their sons or daughters" (Falvey & Haney, 1989, p. 18). The student, too, may also be a rich source of information about his or her skill levels, interests, and attitude.

While achievement and psychometric testing and observations provide good information, they may not provide sufficient information for planning nonacademic goals. *Vocational assessment* of students with disabilities is, therefore, strongly recommended. "Vocational assessment is a systematic, ongoing process designed to help students and their parents understand the young person's vocational preferences and potential" (Rothenbacher & Leconte,

1990, p. 2). Through the assessment process, students and families have the opportunity to learn about various careers, as well as the student's personal and vocational attributes and weaknesses. Vocational assessment should contain components that gather information not available through academic testing specifically the essential characteristics of the individual that make up his or her vocational profile. The areas to be assessed include the student's:

- occupational or vocational interests and preferences;
- aptitudes in skills such as mechanical, spatial, numerical, and clerical;
- worker style preferences, such as the desire to work with people or things;
- learning preferences and styles, such as auditory, visual, or hands-on exposure;
- worker characteristics, including student traits, values, employability skills, and other work-related behaviors;
- abilities in specific technical, industrial, or other skills required in actual jobs; and
- functional or life skills, needed to address personal and independent living problems such as transportation, financial and housing management, and social skills (Rothenbacher & Leconte, 1990).

Most of this information can be gathered through informal means, such as inventories that measure interests, learning styles, and worker characteristics. Additional assessment methods include trying different tasks that replicate skills needed on the job, or performing actual workplace tasks during on-the-job tryouts. (For an in-depth discussion of vocational assessment, see NICHCY's TRANSITION SUMMARY entitled Vocational Assessment (Rothenbacher & Leconte, 1990)).

A particularly useful and appropriate method of collecting information about the student in all transition domains is called ecological assessment. This method involves looking closely at the environment where an activity normally takes place and determining, through observation and through actual performance, the steps that are involved in performing the activity. For example, a teacher or paraprofessional might go to the bus stop and observe and list in detail the steps involved in waiting for and catching the bus. He or she might then actually ride a bus, to check the completeness of the list that has been developed. This list then serves as an inventory of the component skills (steps) a student needs in

order to perform the activity. It is important that the inventory describe each component skill in observable terms, sequence the skills in the order needed to perform the overall activity, and include all steps required to initiate, prepare for, participate in, and terminate the activity (Black & Ford, 1989, p. 300).

After the inventory is completed, student assessment is conducted at the actual site where the activity is typically performed. It is critical that the student be somewhat familiar with the environment and activity prior to conducting the assessment; assessing the student when he or she is confronting a new situation will not give a true indication of his or her abilities (Black & Ford, 1989). Thus, continuing our example, the student would be asked to catch and ride the bus, without assistance, and an observer would use the inventory as a checklist, identifying which components of riding the bus the student can perform and which he or she can not (including when he or she performs the right action but at an unacceptable rate). "In the event of an obvious error or no response, the teacher should be prepared to provide the least amount of assistance required by the student to help him or her move on to the next step" (Black & Ford, 1989, p. 298).

How the student performed the activity is then compared to the steps of the inventory, and discrepancies are noted. These discrepancies form the basis for making decisions about what skills to teach the student and what to adapt. Adaptations can involve changing the sequence, developing an aid, or teaching the student to perform different but related activities (Black & Ford, 1989; Falvey, 1989a). Some students may be expected to master all of the steps in an activity; others may be expected to master some of the steps and partially participate in others.

Ecological assessment is one of the most appropriate means of determining what skills and components of skills a student needs to develop in order to address the many domains of post-school life. Its emphasis upon breaking tasks down into their component steps ensures that students are, indeed, focused upon learning to perform those tasks they will actually need in adult life.

Whatever the methods used in assessment, the end result should be a more thorough understanding of the student's skills in the post-school adult living domains. This understanding should lead to more appropriate choices in setting transition goals that are sensitive to the student's interests, preferences, needs, and aptitudes.

Suggestions for Transition Planning

Federal policy has encouraged the development of diverse approaches to transition planning. Accordingly, school districts involved in transition planning for students with disabilities have developed models and programs that reflect local geography and philosophy, student populations, and staff and funding resources. As a result, no nationally consistent model for IEP transition goal planning exists as of this writing.

A recent national study on transition (Repetto, White, & Snauwaert, 1990) provides insight into the transition activities within the states. The study confirmed that, from state to state, there is no consistency in transition-planning documents and processes. State departments may set policy or offer guidelines concerning the age when transition planning should begin, which persons should form the transition team, and what areas need to be addressed when planning transition goals. However, the responsibility for designing the transition planning documentation and developing the actual planning process seems to rest with the local education agencies (LEAs). This means that there may be little consistency between LEAs *within* a state in terms of the planning age, transition team membership, and type of documentation used for planning and providing transition services. While flexibility at the local level allows each district to provide services based upon individual needs and resources into the area, this very flexibility certainly contributes to the inconsistency present nationwide.

Given that transition practices vary from state to state, and from LEA to LEA, the following general suggestions may help set the stage for positive teamwork, regardless of the transition approach taken by individual school districts.

Suggestions for Parents. Here are some ideas that may be useful to parents as their child with disabilities becomes involved in planning for transition.

Become familiar with how your school or LEA approaches transition planning. You may find it very helpful to know the specific format your school or local education agency (LEA) uses for including transition goals within the IEP. (Although

formats vary among LEAs and across states, the core components of IEPs, described earlier, appear to be present in most planning documents in some form.) You can usually get this information by contacting the Director of Special Education in your district and asking about transition services for youth with disabilities. Be sure to ask for the name of the person in charge of developing transition services. While there may be no one with this specific responsibility, many states and LEAs have designated contact persons. Meet with the person or persons who have responsibility for developing these services, and get copies of whatever forms they use to help students plan for transition. As an informed parent, you are then able to advocate for including statements in your child's IEP regarding levels of performance, team membership, annual goals and objectives, specific services, projected dates of initiation and duration, and objective evaluation criteria. You will also be able to monitor whether these statements are adhered to in practice.

Keep accurate records on your child. Records to keep include medical episodes (including injury or serious illness), Social Security or Medicaid involvement, employment experiences, volunteer experiences, previous vocational course work, possible acquaintance networks for employment opportunities, and alternatives for family residential care. All of these records can be very useful during transition planning and after your child has left the public school system.

Be aware of your rights. You have the right to access your child's educational records, to question decisions made without your input, to demand appropriate assessment, and to advocate for positive changes in school transition curriculum.

Encourage your child to express his or her views and feelings during IEP meetings. Your child has the right to receive needed transition services and to contribute to the nature of the services he or she receives. Let your son or daughter know that his or her interests and preferences are an integral part of developing appropriate transition goals. Encourage your child to communicate those interests and preferences, and do everything you can to make sure that your child's opinions are understood and valued by other members of the transition team.

Don't be reluctant to express your own views and feelings during IEP meetings. You, as a parent, know your child better than anyone. You know his or her strengths and weaknesses, prefer-

ences and desires, and much, much more. Your observations can contribute a great deal to the planning process.

Make sure you get a copy of your child's IEP stating transition and other educational goals. Having a copy of your child's IEP will help you keep track of what needs to be accomplished in terms of your child's transition.

Do what you can to reinforce your child's preparation for transition. There are many things that you can do to help you child prepare for transition. Every day presents opportunities to reinforce your child's development of skills in self-advocacy, self-care, household management, and decision making. These skills are vital ingredients for assuming the responsibilities of adulthood.

Keep in touch with other members of the transition planning team. This helps to avoid delay or conflict in executing the objectives listed in your child's IEP or in seeking and obtaining appropriate services.

Suggestions for Professionals. Here are some ideas that professionals may find useful when developing and providing transition services.

Take advantage of resources available elsewhere. If there is no model for providing transition services available in your vicinity, or if your school system is expanding or modifying existing services, contact other professionals within and outside of your state to see what they are doing in the area of transition. Ask for copies of the specific formats they use. For example, there may be guidelines available at the state level. Other LEAs in your state may have working models for transition planning and service provision. Other states may be able to provide useful information that will help your school or LEA develop an effective process for providing transition services. Use these resources to develop a process that works for your locale.

Statewide information would be available by contacting your State Department of Special Education or other districts in your state, or, for those living on reservations, by contacting the Bureau of Indian Affairs (BIA). Information about transition practices in other states is available by contacting the Transition Research Institute at Illinois at (217) 333-2325. You can also contact the HEATH Resource Center at 1-800-544-3284 and ask for a copy of their recent *Transition Resource Guide* (Spiers & Samberg, 1992). This 28-page book describes the transition process, lists state systems change grants and print and organizational transition resources,

describes what several states are currently doing in terms of transition, and lists persons to contact for more information.

Communicate fully with the student and his or her parents and solicit their input about transition needs and interests. In most cases, the student can contribute vital information about his or her preferences, interests, and needs. Parents also have unique insights about their child with disabilities and can contribute information that will help the transition team develop appropriate goals and objectives for the student. Try to avoid using esoteric or jargonistic language in IEP meetings, for this can detract from the parents' or the student's perceptions of themselves as full team members.

Develop a curriculum or approach that allows for community-based experiences. Many students with disabilities (particularly those with more severe disabilities) learn functional and life skills most effectively when taught in the environment where the skills are actually used. There may be many obstacles to developing and using community-based experiences for students with disabilities, but these can be overcome through planning and persistence. Students with disabilities will certainly benefit from the efforts of professionals to develop a community-based approach to teaching and learning.

Reminders for the IEP Team. These suggestions are actually reminders of important things to consider when the IEP team convenes to plan the transition services that a student with disabilities will need.

Be sure to consider student interests and aptitudes when developing a transition plan. One of the great injustices that can occur during educational planning is charting a young adult's future needs without consulting the person who is most affected. Both parents and professionals should never be too quick to rule out a student's desires on the grounds that they are "unrealistic" or difficult to address.

Make sure that the IEP goals, objectives, and activities are broken down into workable segments that prepare the student for the larger postsecondary world. Goals and objectives should be based on transition needs that have been identified for the student and should build upon skills and abilities the student has already demonstrated. Goals should not be unattainable considering the school's resources. However, schools should actively seek to address goals requiring creative program-

ming through all possible resources available to them. This includes developing shared service delivery approaches that involve adult service providers, as well as exploring resources available within the community.

State who will be responsible for providing each transition service. Because transition planning involves personnel from schools and other community agencies, transition goals in the IEP should state the parties responsible for each goal, the timelines within which each goal is to be accomplished, and mutually understandable criteria for evaluation of student outcomes. Case management duties, wherein one participant serves as the overseer of the collaborative efforts of the other participants, are in most cases assumed by the school. However, all participants who sign an IEP are accountable for fulfilling their respective roles. When interagency agreements are contained within the IEP, each participant in essence agrees to work collaboratively with the others and indicates that agreement by signing the IEP.

Make use of student educational placements to achieve transition goals. It is possible to make creative use of student educational placements to achieve transition goals and objectives. For example, a transition goal might be for the student to become informed about his or her rights to reasonable accommodation under the Americans with Disabilities Act (ADA). This goal might be addressed in the student's English or social studies class through a composition or a project. The student might complete the required composition or project by focusing on what the ADA requires in terms of reasonable accommodation. This sort of project works well in integrated classrooms, giving all students the opportunity to learn about this newest civil rights legislation.

In Conclusion

The inclusion of transition services in IEP development for youth with disabilities is a positive social and legislative move. Preparing students while they are still in school for the important roles of adulthood employment, education, independent living, adult service providers, and community participation is vital to reducing the disproportionately high unemployment rates and substandard wages and benefits experienced by too many individuals with disabilities.

Parents or guardians, school personnel, adult agency personnel, local education agency representatives, and, most importantly, youth with disabilities are being asked to work together in choosing

goals, objectives, and activities that will best prepare youth with disabilities for future life role needs. Although there is no consensus on the "correct" format for transition goal inclusion in educational planning, the vital point is not whether the goals are in the IEP itself or in a separate ITP document. The issues of great importance are whether the goals and objectives specified for a student are in keeping with the individual and the family's real life needs, whether the goals and objectives are broken into workable segments that contribute in an organized manner to the larger picture of successful adult adjustment, and whether all resources are being utilized to achieve those goals and objectives. If these issues are addressed in a cooperative manner, based on solid assessment, and rooted in solid evaluation criteria, each student and community will benefit far beyond the student's school years.

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FYI: Information Resources from NICHCY's Database

The following information was selected from numerous resources abstracted in NICHCY's database. If you know of a group that provides information about transition services for youth with disabilities, or that develops materials or programs in this area, please send this information to NICHCY for our resource collection and database. We will appreciate this information and will share it with others who request it.

The organizations listed are only a few of the many that provide various services and information about transition services. You can obtain many of the documents listed below through your public library. Whenever possible, we have included the publisher's address or some other source in case the publication is not available in your area. If you are

interested in obtaining a resource listed in this document, it is a good idea to contact the publisher or organization and obtain the latest information on ordering, payment procedures, and shipping and handling charges.

Additional publications and information are also available from the clearinghouses listed, and state and local education agencies. Please note that these addresses are subject to change without prior notice. If you experience difficulty in locating these documents or organizations, or if you would like additional assistance, please contact NICHCY. Finally, you may find NICHCY's State Resource Sheet for your state or territory helpful in contacting other resources of information.

You may obtain copies of the laws discussed by writing to your Congressional Representative. Federal regulations are available by writing to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. There is usually a charge for the documents. It is important that you include the title of the regulations.

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ELIGIBILITY FOR ADULT SERVICES

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COVERING MORE THAN ONE TRANSITION AREA

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MAGAZINES, NEWSLETTERS

Communitas Communicator. A newsletter published by Communitas, an "international network of people dedicated to enriching communities, neighborhoods, local associations, schools, and work places through full integration and participation with people who have disabilities." Available from Communitas, Inc., Box 374, Manchester, CT 06040. Telephone: (203) 645-6976.

Interchange. Available from the Transition Research Institute, College of Education, University of Illinois at Urbana-Champaign, 61 Childrens Research Center, 51 Gerty Drive, Champaign, IL 61820. Telephone: (217) 333-2325.

What's Working in Interagency Planning for Transition. A newsletter published quarterly by the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. (612) 624-4512.

PUBLISHERS

Listed below are several publishers that offer a wide variety of books, assessment packages, and curricula that parents and school personnel can use to address the transition domains discussed in this document. Contact the publisher and request a copy of their latest catalogue. The products available will be described in some detail, allowing you to select the ones most relevant and affordable to your needs.

Edmark, P.O. Box 3218, Redmond, WA 98073-3218. Telephone: 1-800-426-0856.

James Stanfield Publishing Company, P.O. Box 41057, Santa Barbara, CA 93140. Telephone: 1-800-421-6534.

Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.

Organizations

TRANSITION AND VOCATIONAL EDUCATION INFORMATION RESOURCES AND CLEARINGHOUSES

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) - P.O. Box 21192, Columbus, OH 43221. Telephone: (614) 488-4972 (Voice/TDD).

Clearinghouse on Disability Information - Office of Special Education and Rehabilitative Services (OSERS), Room 3132, Switzer Building, 330 C Street S.W., Washington, DC 20202-2524. Telephone: (202) 732-1723.

ERIC Clearinghouse on Adult, Career, and Vocational Education - Ohio State University, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090. Telephone: (614) 292-4353; 1-800-848-4815.

HEATH Resource Center (National Clearinghouse on Postsecondary Education for Individuals with Disabilities) - One Dupont Circle, Suite 800, Washington, DC 20036-1193. Telephone: 1-800-544-3284 (Voice/TDD); (202) 939-9320 (in DC metropolitan area).

Materials Development Center (MDC) - Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1342.

National Center for Research in Vocational Education (NCRVE) - University of California at Berkeley, 2150 Shattuck Avenue, Berkeley, CA 94704-1306. Telephone: (415) 642-4004.

National Center for Youth with Disabilities (NYCD) - University of Minnesota, Box 721, UMHC, Minneapolis, MN 55455. Telephone: 1-800-333-6293 (Voice); (612) 626-2825; (612) 624-3939 (TDD).

National Rehabilitation Information Center (NARIC) - 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Telephone: 1-800-346-2742 (Voice/TDD); (301) 588-9284 (Voice/TDD in MD).

OTHER NATIONAL INFORMATION RESOURCES

Division of Career Development (DCD) - Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660.

Helen Keller National Center - Technical Assistance Center (TAC) - 111 Middle Neck Road, Sands Point, NY 11050-1299. Telephone: (516) 944-8900.

Institute on Community Integration - Transition Component, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 625-3863.

Interagency Office of Transition Services - Minnesota Department of Education, 550 Cedar Street, St. Paul, MN 55101. Telephone: (612) 624-4848.

Job Accommodation Network (JAN) - P.O. Box 6123, Morgantown, WV 26506-6123. Telephone: Outside of WV, call 1-800-526-7234; in WV, call 1-800-526-4698.

Mainstream, Inc. - #3 Bethesda Metro Center, Suite 830, Bethesda, MD 20814. Telephone: (301) 654-2400 (Voice/TDD).

National Alliance of Business (NAB) - 1201 New York Avenue NW, Washington, DC 20005. Telephone: (202) 289-2888.

National Association of Private Residential Resources (NAPRR) - 4200 Evergreen Lane, Suite 315, Annandale, VA 22003. Telephone: (703) 642-6614.

National Council of Independent Living Programs (NCILP) - Troy Atrium, Broadway & 4th Street, Troy, NY 12180. Telephone: (518) 274-7944.

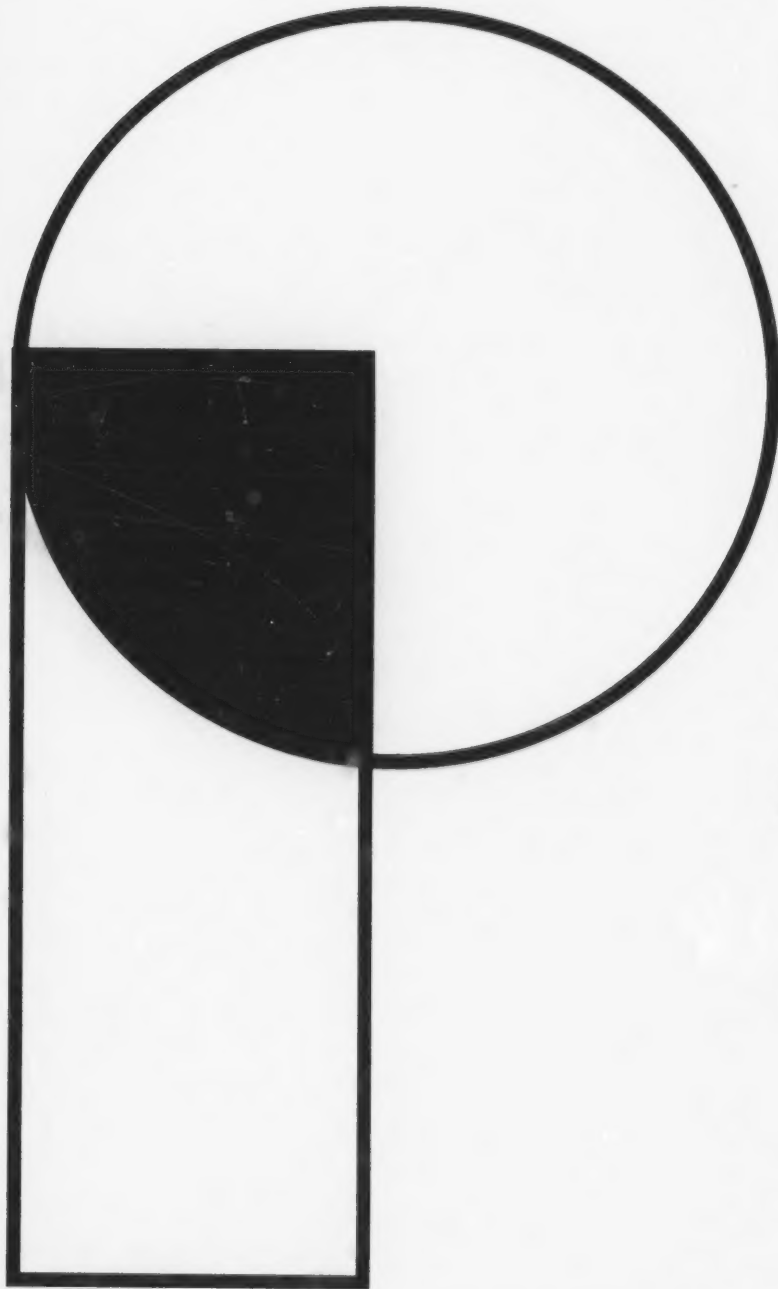
National Rural Development Institutes Resource Center - ACRES Librarian, National Rural Development Institute, University of Utah, Department of Special Education, Milton Bennion Hall, Room 221, Salt Lake City, UT 84112. Telephone: (801) 585-5659.

Parents Advocating Vocational Education (PAVE) - 6316 S. 12th Street, Tacoma, WA 98465. Telephone: (206) 565-2266; 1-800-572-7368 (in WA).

Presidents Committee on Employment of Persons with Disabilities (PCEPD) - 1111 20th Street N.W., Washington, DC 20036-3470. Telephone: (202) 653-5044.

Transition Research Institute at Illinois - College of Education, University of Illinois at Urbana-Champaign, 61 Childrens Research Center, 51 Gerty Drive, Champaign, IL 61820. Telephone: (217) 333-2325.

Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (RRTC) - RRTC, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-2011.



Section 10

New Jersey College Programs for
Students with Learning Disabilities



**The New Jersey
Partnership for Transition**

from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

New Jersey College Programs for Students with Learning Disabilities

Atlantic Community College

5100 Black Horse Pike • Mays Landing, NJ
08330 • 609-625-1111

Atlantic is a two-year community college with two extensions - one in Rio Grande and one in Atlantic City.

Special Populations Services

Services include testing and evaluation, recommendations and provision for academic support services, coordination of services with other community agencies, and student aides and tutors.

Contact

Electra S. Stulak — Coordinator & Counselor
of Special Needs • Student Development •
Building J • 609-343-5090

Carmen Sanchez — Director of Student
Development • Student Department • Building J
• 609-343-5087

Application Information

Open door rolling admission is available to applicants who are 18 years of age and older and who have graduated or have a GED. Students must take the NJBS before registering - (unless they have an AA or BS, etc. or have taken it at another NJ college)

Bergen Community College

400 Paramus Road • Paramus, NJ 07652-1595
• 201-447-7200

Bergen Community College is a comprehensive, publicly supported two-year college which is fully accredited by the commission on Higher Education of the Middle States Association of Colleges and Schools. Through its open door admissions policy, the college is committed to equal educational opportunities for all, regardless of race, sex, religion, age, national origin, or handicap.

Specialized Academic Support Services (SASS)

The SASS coordinates academic support services for all disabled students on campus including: Blind/Visually Impaired, Deaf/Hard of Hearing, Physically and Learning Disabled. Services include: note taker services, readers and scribes, alternative testing arrangements, extended time on tests, tape recorders, auxiliary aids for visually impaired students, interpreters for the deaf and other adaptive equipment.

BEST COPY AVAILABLE

Contact

Dr. Gary Bron — Director of Counseling •
Academic Support Services/Counseling Center
• 201-447-7873

Application Information

Application to the college is made through general BBC application procedures. Students must self-identify and document their disabilities in order to receive services through the SASS.

Brookdale Community College

Newman Springs Road • Lincroft, NJ 07738 •
908-842-1900

Brookdale is the community college in Monmouth County.

Academic Skills Workshops Courses

We offer a support program for college students with learning disabilities. Students enter this program by registering for Rea 084. Students are enrolled in classes limited to 10 students and meet with a professional tutor for 1-2 hours per week.

Contact

Sally Sorrell — Learning Disabilities Specialist
• Reading Department • Humanities Building •
908-224-2786

Gloria Dyson — Learning Assistant for LD •
908-224-2989

Application Information

Students need to identify themselves on the college application; they are referred to the student development specialist, Steven Sarto, 908-224-2338, who specializes in special needs students.

Burlington Community College

County Route 530 • Pemberton, NJ 08068-1599
• 609-894-9311

Burlington County College is a comprehensive two-year college servicing Burlington County which offers associate degrees and certificates in a variety of areas.

Services

Individual support services and accommodations are provided for students who have documentation of a learning disability. Accommodations include extended time for testing, alternate test formats, tape recording classes, taped texts, and registration and course advisement. Tutoring in study skills and learning strategies are coordinated by

the academic specialist. There are student support groups and small study groups.

Contact

Clarence Whitaker — Dean of Students •
Parker Center/135A • 609-894-9311 470

Application Information

Students are encouraged to submit documentation early in the spring so they may access extra time for testing on the N.J. College Basic Skills College Placement Test, and be prepared for fall classes with accommodations identified and arranged.

Camden County College

P.O. Box 200 • Blackwood, NJ 08012 • 609-
227-7200

Camden County College is a comprehensive, public two-year college which maintains open admission policy to full and part time learners who pursue varied educational and occupational goals.

Program for the Academically Challenged Student (PACS)

PACS is a support service for students with learning disabilities and other handicapping conditions.

Services

Services currently include course advisement, tutoring, and assistance with academic accommodations. In addition, the PACS Office sponsors courses and workshops on topics of interest to students.

Contact

Joanne Kinzy — L.D.T.C. and Acting Director
of Services to Students with Disabilities • PACS
Department • Truman Building 206 A • 609-227-
2700 x430

Application Information

Camden County College has an open admissions policy.

Centenary College

400 Jefferson Street • Hackettstown, NJ 07840
• 908-852-1400

Centenary College is a four-year liberal arts institution with emphasis in career preparation; it offers both associate and bachelor degree programs.

Learning Disabilities Program

For the college student with learning disabilities, Centenary offers an individualized approach that stresses learning strategies. The program is com-

prehensive and is designed to provide a receptive environment for students with mild to moderate learning disabilities. Key features of the program include an individual support plan, individual sessions with the specialist in learning disabilities, frequent monitoring of classes, an individual orientation seminar, and specific academic strategy sessions.

Contact

Sandra Walthoff — Acting Director • Special Needs Program • Academic Skills Center • 908-852-1400 x220

Application Information

The student is encouraged to apply early in the academic year and to submit documentation well before the semester he or she plans to enroll. An interview with the LD specialist is required.

Cook College • Rutgers University

P.O. Box 231 • New Brunswick, NJ 08903-0231 • 908-932-6822

Cook College is the land-grant college of New Jersey. Its focus is on environmental life, food, marine, and agricultural issues.

Services

Cook College has a student services coordinator for students with disabilities. The coordinator makes arrangements for appropriate accommodations.

Contact

Andrew Campbell — Disabled Student Concerns • 908-932-9429 or 908-932-9363

Application Information

All students are considered for admission. However, if a student is known to have a disability, he or she is requested to submit documentation with the application.

County College of Morris

214 Center Grove Road • Randolph, NJ 07869 • 201-328-5000

Located in suburban Morris County, CCM is a community college of approximately 11,000 students offering a variety of associate degrees and certificate programs.

Horizons

Horizons provides counseling, student and parent support groups, help with academic planning, pri-

ority registration, academic strategies courses, and assisted study periods.

Contact

Audrey Lebar — Coordinator • Horizons • Learning Resource Center 214 • 201-328-5286
Peggy Baldini — Learning Disabilities Specialist • Horizons • Learning Resource Center 214 • 201-328-5285

Application Information

Eight information meetings are held from October to June. At these meetings, prospective students; and their parents are told how to begin the Horizons application process. Call 201-328-5284 to find out when the next meeting will be held.

Cumberland County College

P.O. Box 517 • Vineland, NJ 08360 • 609-691-8600

Cumberland County College is an open door comprehensive two-year public institution dedicated to meeting the needs of area residents and employers for educational advancement and career training and to foster social and cultural enlightenment within the community.

Project Assist Program

Cumberland County College established the Southern New Jersey Comprehensive Learning Center, now known as Project Assist, in June 1987. Project Assist opens the doors to college for learning disabled students by offering supportive services such as diagnostic evaluations, tutoring, college orientation courses, advocacy, academic advisement, counseling and provisions of auxiliary aids such as tape recorders, Franklin spellers, calculators and video monitors. The primary goal of the program is to provide learning disabled students with the skills, aids and accommodations necessary to ensure academic success.

Contact

Denni Foster — L.D.T.-C., M.Ed. • Director • Project Assist Program • Academic Building • 609-691-8600 x282

Dorothy Y. Green — Technical Assistant • Project Assist • Academic Building • 609-691-8600 x283

Heldi McGarvey — Learning Disabilities Facilitator • Project Assist • Academic Building • 609-691-8600 x284

Douglass College • Rutgers University

New Brunswick, NJ 08903 • 908-932-9374

A part of Rutgers University, Douglass College is a public four-year liberal arts college for women; the 3400 students enrolled benefit from all services, programs, and courses available at Rutgers University.

Services

Special tutoring is available at no charge for some courses. Appropriate accommodation for testing is provided. Assistance is offered in course selection and in obtaining taped texts where necessary. Formal study skills training is available.

Contact

Suzanne Armstrong West— Coordinator for Students with Disabilities • Department of Student Life • Douglass College Center • 908-932-9630

Application Information

Applications are available through New Jersey high schools, Rutgers University Admissions Office.

Essex County College

303 University Avenue • Newark, NJ 07102 • 201-877-3000

County college serving students from diverse cultural, ethnic, racial, and economic backgrounds.

Services

Services include information and referral; technological equipment, computer software and other adaptive devices; note takers, readers, student escorts and peer monitoring programs; interpreters for the deaf and hearing impaired; alternative testing arrangements; extended time limits for examinations; learning disabilities testing; technical assistance on the Americans with Disabilities Act (A.D.A.) and other laws regarding students with disabilities; and student advocacy.

Contact

Alan Levine — Coordinator • Office of Handicapped Services • Main Building 4120 • Newark Campus • 201-877-3186

Fairleigh Dickinson University

1000 River Road • Teaneck, NJ 07666 • 201-692-2000

Fairleigh Dickinson University, New Jersey's largest private university, offers more than 130 undergraduate degree programs; undergraduates may pursue courses leading to a two-year associate's degree or four-year bachelor's degree.

Regional Center for College Students with Learning Disabilities

Regional Center students, fully integrated into University degree programs of study, participate in a comprehensive and structured program of support services including content area support in small group tutorials, academic and career counseling, academic advisement, and advocacy. Computer and technological supports are available to students. Individual accommodations may be made for such services as extended time for exams. Students are provided with instruction in learning strategies, metacognitive training, inter-personal skills, and stress management.

Contact

Carolyn Angelosante — Learning Specialist • Regional Center for College Students with Learning Disabilities • Bancroft Hall 302 • 201-692-2087

Mary L. Farrell — Ph.D. • Director • Regional Center for College Students with Learning Disabilities • Bancroft Hall 302 • 201-692-2808

Application Information

Applications for both Fairleigh Dickinson University and the Regional Center are available by request at the address/phone above. Early submission is suggested as the Regional Center has a limited number of openings each year.

Gloucester County College

Rural Route 4 • Box 203 • Tanyard Road • Sewell, NJ 08080 • 609-468-5000

Gloucester County College is a comprehensive, coeducational, two-year college. GCC is dedicated to providing postsecondary educational opportunities, university transfer programs, career education, community services and special assistance programs.

Services

The Department of Special Needs Services facilitates the success of special needs students with their college experiences. This is achieved through a "user-friendly" campus that provides both architectural and academic accommodations and support services. Such services include career guidance assessment and planning counseling, tutoring, educational care attendants, readers, notetakers, sign interpreters, and computer assisted instruction. In addition, assistance with employer collaboration and accommodations transfer is provided.

Contact

Raymond J. Bielecki — Director • Department of Special Needs Services • College Center • 609-468-5000 x314

Application Information

To apply for admission to the college, students must obtain and submit an official high school transcript showing graduation or a copy of their high school equivalency diploma (GED). Applicants should contact the Gloucester County College Admissions and Registration Office at x221 for dates and applications.

Hudson County Community College

901 Bergen Avenue • Jersey City, NJ 07306 • 201-714-2115

Hudson County Community College provides certificate and associate degree programs and services that meet the diverse needs of a broad and heterogeneous population.

The Reading/Learning Disabilities Program

The Reading/Learning Disabilities Program is a support program that "opens the door" to higher education for learning disabled students by providing them with an array of services for their entire college career. Services include specialized individual and/or group tutorials, testing/diagnosis, academic counseling, placement testing and/or referrals. Extending time limits on examinations, providing tutorial assistance and permitting tape recording of lectures are among the types of accommodations made.

Contact

Ann Stoney — Reading/Learning Disabilities Specialist • Instructional Resources • 900 Bergen Avenue • Second Floor • Room. 5 • 201-714-7894

Application Information

Students may apply at any time to the Reading/Learning Disabilities Program.

Jersey City State College

2039 Kennedy Boulevard • Jersey City, NJ 07305 • 201-200-2000

Jersey City State College, New Jersey's only urban public college offers more than 30 degree programs, teacher certification and graduate programs. Cooperative Education integrates work experience with the college curriculum.

Project Mentor

Project Mentor is a support program for students with learning disabilities/differences. The application process includes a review of the diagnostic evaluations, an individual interview and contact with high school personnel. A four week pre-college summer orientation is provided at low cost and includes reading/writing, math and word processing instruction. Student/mentor relationships are formed during the summer session and continue throughout the college years. Tutorial assistance is provided by highly qualified professionals.

Contact

Dr. Myrna Erlich — Director of Project Mentor • Reading/Language Arts • Academic Building 339 • 201-200-3120

Application Information

Applications should be marked "Project Mentor." Psychological, social, and educational diagnostic evaluations should be sent directly to the program director.

Kean College of New Jersey

Morris Avenue • Union, NJ 07083 • 908-527-2000

Found in 1855, Kean College of New Jersey is a major regional institution of higher education serving about 13,000 full-time and part-time students.

Project Excel

The goals of Project Excel are to help students develop skills they need to be successful as inde-

pendent, involved, responsible learners, and to help students with learning disabilities use their own strengths to become successful learners. Services include diagnostic assessments; academic, career, and personal advisement/counseling; development of a College Education Plan; student advocacy with faculty; referral to other college services as appropriate; tutoring in course material and presenting appropriate learning strategies for success.

Contact

Dr. Marie Segal — Associate Professor • Special Education and Individualized Services • Child Study Institute 111 • 908-527-2380 or 908-527-2264

Kathleen French — L.D.T.-C. • Learning Consultant • Adjunct Professor • Special Education and Individualized Services • Child Study Institute 114 • 908-527-2380 or 908-527-2782

Application Information

Students will apply to the undergraduate admissions office. Additional information may be obtained by contacting Dr. Segal or Ms. French.

Mercer County Community College

1200 Old Trenton Road • Trenton, NJ 08690 • 609-586-4800 x375

Mercer County Community College is a two-year, public community college, offering 33 career degree programs, 25 transfer degree programs, 17 certificate programs and 4 special entrance programs.

Services

Services include accommodations provided on case by case basis for documented learning and all other disabilities; tutoring for many courses; support groups; personal, career, and academic counseling; and limited adaptive equipment.

Contact

June V. Evans — Coordinator of Special Services • Student Development Services • SC 243 • 609-586-4800 x375

Carol McCollough — Assistant to the President/ADA Coordinator • President's Office • AD 250 • 609-586-4800 x600

Application Information

Students who wish to request special services must contact the Coordinator of Special Services at 609-587-4800 x375 to arrange for NJBSPT accommodations and to obtain additional service information on accessing special services.

Middlesex County College

155 Mill Road • P.O. Box 3050 • Edison, NJ 08818-3050 • 908-548-6000

Middlesex County College is a publicly supported coeducational community college that makes a strong effort to respond to the special needs of a diverse student body.

Project Connections

Connections, a state regional center and psychoeducational support program for students with documented learning disabilities, is staffed by professional learning consultants, tutors and counselors. Services include pre-admission counseling; family and new student orientations; registration planning; special classes in study skills, career development and word processing; individual and group tutorial support; academic, career and personal counseling; and classroom accommodations and adapted testing services.

Contact

Joan Ikle — Director • Project Connections • Raritan Hall 013 • 908-906-2507

Elaine Weir — Counselor for Students with Disabilities • Edison Hall 100 • 908-906-2546

Application Information

Call Project Connections at 908-906-2507 for an application packet; file the Project Connections application and related papers with Project Connections; and file a Middlesex County College application with the Admissions Office.

Montclair State College

Upper Montclair, NJ 07043 • 201-857-4000

Montclair State College is a state-supported, four-year college of liberal arts and sciences with approximately 10,000 undergraduates and 3,000 graduate students.

Services

Educational evaluations can be reviewed and a letter to professors to support self-advocacy provided. A limited number of evaluations for cur-

rently enrolled students can be completed. Special admissions, limited course load, and the substitution of foreign language requirement can be arranged on a limited basis. Students can be linked with other services on campus that can be of assistance, but they are not specifically for those with learning disabilities (i.e., writing lab, tutoring center, counseling center).

Contact

Dean Edward Martin — Dean of Students • Student Development • College Hall 217 • 201-893-4118

James Harris — Associate Dean • Student Activities • Student Center J-400 • 201-893-4206

Monmouth College

West Long Branch, NJ 07764 • 908-571-3400

Monmouth College is a private, four-year, comprehensive, liberal arts institution located in central New Jersey.

Academic Support Services for Student with Learning Disabilities

Comprehensive support includes individual work with learning disabilities professionals, peer and professional tutoring, extended time for testing, alternate testing, and priority registration. Other services include readers, notetakers, tape texts, and peer counseling.

Contact

Christine Barsony — Assistant Director of Admissions • Admissions • Wilson Hall • 908-571-3456

Application Information

The deadline is March 1 for new applicants with no deadline for transfers. Documentation must include scores and interpretation from the WAIS-R and Reading, Math, Written Language and Knowledge Clusters of the Woodcock-Johnson Psycho-Educational Battery-II, and a complete Child Study Team report.

Ocean County College

College Drive • P.O. Box 2001 • Toms River, NJ 08754-2001 • 908-255-0456

Ocean County College was established as the first county college in New Jersey in 1964 and is within 40 minutes commuting distance of all Ocean County

citizens. The college expends every effort to respond to the needs of a diversified student body while maintaining quality programs.

Project Academic Skills Support (P.A.S.S.)

Project Academic Skills Support (P.A.S.S.) is a comprehensive, regional program for students with learning disabilities enrolled at Ocean County College. P.A.S.S. is designed to meet the individual needs of students by providing specialized courses. Small group and individual tutoring and counseling, self-advocacy training, accommodations, technological support, and assessment. The major goal is to assist students in becoming independent self-sufficient members of the college community. The P.A.S.S. program has been expanded to include students with all types of disabilities.

Contact

Maureen G. Reustle — Director • Project Academic Skills Support • Instructional - Room A201 • 908-255-0456 x456

Anne Hammond — Counselor • Project Academic Skills Support • Instructional Room A201 • 908-255-0456 x2342

Application Information

Contact both the Admissions Office at 908-255-0304 for an admission packet and the Director of Services for the Learning Disabled at 908-255-0456. Students and parents must come in to discuss the program and its requirements. Documentation is required and an intake interview is given.

Ramapo College of New Jersey

505 Ramapo Valley Road • Mahwah, NJ 07043-1680 • 201-529-7500 • Admissions x7865

Ramapo College of New Jersey is a co-educational, four-year public college of 4,200 students with programs leading to the Bachelor of Science and Bachelor of Social Work degrees.

Services

The Office of Specialized Services promotes equal access to college education and activities by providing academic, career, and independent living support to students with disabilities. Approximately 150 students with a wide range of physical, psychological, and/or learning disabilities voluntarily register with OSS each year in their efforts to successfully pursue a postsecondary degree.

Contact

Jean Balutanski — Director • Office of Specialized Services • Academic Building C • 201-529-7514

Ramona Kopacz — Learning Disability Specialist • Office of Specialized Services • Academic Building C • 201-529-7514

Application Information

Students with disabilities who wish to apply to Ramapo College must submit an application to the Office of Admissions. Once accepted, students may register with OSS by providing documentation of a disability and completing registration forms available through OSS.

Raritan Valley Community College

P.O. Box 3300 • Somerville, NJ 08876 • 908-526-1200

Raritan Valley Community College is a comprehensive two-year college servicing Somerset and Hunterdon counties which offers associate degrees and certificates in more than 45 areas.

Services

Individual support services and accommodations are provided for students who have documentation of a learning disability. Accommodations such as extended time for testing, alternate test formats, tape recording classes, taped texts, registration and course advisement in addition to tutoring in study skills and learning strategies are coordinated by a learning disability specialist. There are student support groups and small study groups.

Contact

Patricia Kretschy — Learning Disabilities Specialist • S 235 A • 908-526-1200 x8418

Application Information

Students are encouraged to submit documentation early in the spring so they may participate in extra time testing on the N.J. College Basic Skills College Placement Test, summer orientation, and be prepared for fall classes with accommodations in place.

Rider College

2149 Lawrenceville Road • Lawrenceville, NJ 08648 • 609-896-5244

Rider College is a private, nonsectarian college offering undergraduate (four-year) and graduate

degree programs in Business, Liberal Arts and Science, Education, and Music.

Services

Education Enhancement Program services include assistance requesting accommodations, including verification of documentation and determination of appropriate and reasonable course accommodations and/or program modifications; professional tutoring in reading, composition, and study strategies; content peer tutoring; mathematics lab (professional and peer tutoring); three-credit elective in reading comprehension and study strategies.

Contact

Dr. Jackie Simon — Education Enhancement Program • 609-895-5640

Application Information

No special procedures are required for students who have learning disabilities. Applicants are encouraged to identify themselves as disabled and to include diagnostic information. Applications are processed throughout the year (applicants should confirm deadlines with the Admission Office).

William Paterson College of New Jersey

300 Pompton Road • Wayne, NJ 07470 • 201-595-2000

William Paterson is a four-year state college offering a variety of majors in the arts, sciences and the humanities, located in a suburban mountain setting.

Services

Due to the nature of a disability, each student's accommodation is addressed on an individual basis. A student must apply through the regular admission process. Alternate administration of the SAT is accepted. Students are mainstreamed into the regular curriculum and activities.

Contact

Barbara D. Milne — Director of Student Programs • Student Programs • Matelson 161 • 201-595-2491

Application Information

Deadlines are set annually. Inquiries regarding application deadlines should be addressed directly with the Admissions Office on a semester by semester basis. Admissions phone number is 201-595-2125.

Rowan College of New Jersey

201 Mullica Hill Road • Glassboro, NJ 08028 •
609-863-5000

Rowan College is a four-year comprehensive, co-educational, and state-supported institution founded in 1923.

Services

The Office of Specialized Services provides support service to all handicapped students, in terms of priority registration, tutoring, taped books, untimed or oral testing, special parking, notetaking and reader service.

Contact

Elleen R. Parker — Director of Specialized Services • Specialized Services • Memorial Hall, First floor • 609-256-4233

Application Information

Requests for application should be made to the Office of Admissions, 609-256-4200. Deadlines for fall: March 15th; Spring: November 1st.

Seton Hall University

South Orange, NJ 07079

Contact

Raynette Gardner — Director, Student Support Service • 201-761-9166

Sussex County Community College

One College Hill • Newton, NJ 07860 • 201-300-2100

Sussex County Community College is an open-access, exit standard two-year public institution.

Project Success

Project Success is a support program for the college student who is intellectually capable of higher education, but who has information processing difficulties that keep him/her from learning efficiently. Services and accommodations provided include (but are not limited to) psycho-educational testing; vocational assessments; individual tutoring; math, writing and computer labs and learning skills workshops; as well as assignment and testing accommodations, extended coursework and academic counseling and support.

Contact

Jean L. Coen — Coordinator of Learning Disabilities Services • Learning Center • 201-300-2153

Cathy Murphy — Director of the Learning Center • Learning Center • 201-300-2151

Application Information

Students interested in Project Success should call Jean Coen at the Learning Center, 201-300-2153, to make an appointment for an interview. Records and previous testing should be requested from the student's High School for the SCCC file.

Trenton State College

Hillwood Lakes • P.O. Box 4700 • Trenton, NJ
08650-4700 • 609-771-2131

Located in a suburban setting, Trenton State College is a highly selective, multi-purpose institution, with a commitment to academic excellence.

Services

Support services include tutoring learning laboratories, taped textbooks, extended time testing, taping of lectures, oral exams, and note takers.

Contact

Ann DeGennaro — Coordinator • Office of Students with Differing Abilities • Community Commons 159 • 609-771-2571

Sandra Whaley — Secretary • Office of Students with Differing Abilities • Community Commons 159 • 609-771-2571

Application Information

One application is used for everyone. Submit any diagnostic reports documenting the disability along with transcripts and SAT scores (untimed, if taken). It would be advantageous to indicate the disability on the application.

Union County College

1033 Springfield Avenue • Cranford, N.J. 07016 •
908-709-7500

U.C.C. is a public community college. The college operates major campuses in Cranford, Elizabeth, and Plainfield. A variety of associate degrees and certificate programs are offered.

Services

All programs and buildings are accessible. Appropriate academic adjustment is available for students with physical and learning disabilities. Documentation of the disability must be provided by the student who requests services. Students are encouraged to identify themselves as early as possible.

Contact

Sandy Grossman — Counselor for Students with Disabilities • Counseling Office • Cranford • Nomahegan Building • 908-709-7083 or 908-709-4362

Application Information

Contact the Admissions Office at 908-709-7500 for an application. If you will need any special assistance, fill out the Student Support Services questionnaire.

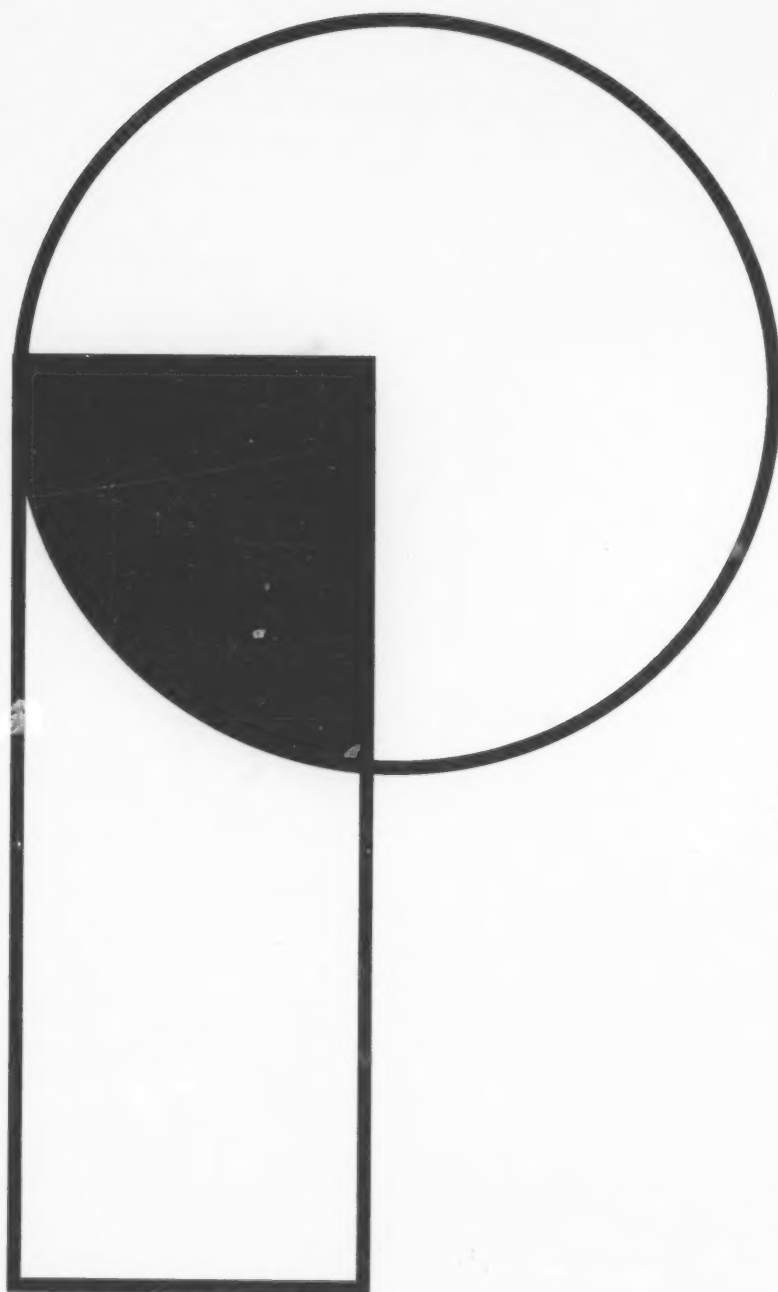
Westminster Choir College • The School of Music of Rider College

101 Walnut Lane • Princeton, NJ 08540 • 609-921-7100

WCC is a small music school with seven music departments offering both bachelor's and master's degrees. The school is unique in its emphasis and opportunities in choral music.

Services

Counseling, advising, peer tutoring and special accommodations are available as needed.



Section 11

Recreation, Leisure Resources, and
Accessible Transportation



**The New Jersey
Partnership for Transition**
from School to Adult Life for Youth with Disabilities

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Recreation, Leisure Resources, and Accessible Transportation

New Jersey Office of Recreation

CN 816 • Trenton, NJ 08625-0816 • 609-984-6654

Promotes and encourages the development and expansion of recreation facilities, sites, programs and opportunities for all New Jersey citizens.

New Jersey Division of Parks & Forests

CN 404 • Trenton, NJ 08625-0404 • 609-292-3092

Camping, hiking, natural interpretive services within a network of natural resources statewide.

New Jersey Recreation and Park Association

2 Griggstown Causeway • Princeton, NJ 08540
• 908-281-9212

An organization consisting of citizen and professional members dedicated to enhancing the quality of life by promoting recreation, parks, conservation, and leisure services through education, professional development, public awareness, legislative advocacy, and direct member services.

New Jersey Special Olympics and Unified Sports®

242 Old New Brunswick Road • Piscataway, NJ 08854 • 1-800-336-NJSO (6576)

Year round sports training and athletic competition in over 20 sports for people with developmental disabilities. Unified Sports® teams people with and without disabilities together as teammates in a variety of community based sports.

Very Special Arts of New Jersey

841 Georges Road • New Brunswick, NJ 08902
• 908-745-3885

Local, county and statewide cultural programs featuring drama, fine and creative arts, and other enrichments experiences.

Music Foundation for the Visually Handicapped

340 Bogart Road • River Edge, NJ 07661 • 201-342-2029

Provides free music lessons and instruments. Consumer needs to locate a willing instructor and the Foundation will pay up to \$10.00 per hour for the lessons.

New Jersey Wheelchair Athletic Association

30 Payne Road • Lebanon, NJ 08833 • 908-735-6638

Training and competition programs in basketball, track and field, tennis, table tennis, rugby and other sports run under national governing body rules for people with physical disabilities.

New Jersey Division of Travel and Tourism

20 West State Street • CN 826 • Trenton, NJ
08625-0826 • 609-292-2470

A directory of information is available concerning accessible sites including beaches and tourist attractions throughout the state.

To receive a directory of travel agencies offering services to people with disabilities, contact Moss Rehabilitation Hospital, Travel Information Service, 1200 W. Tabor Road, Philadelphia, PA 19141-3099, 215-456-9602

New Jersey Head Injury Association

1090 King George Post Road • Suite 708 •
Edison, NJ 08837 • 908-738-1002

Resources provided at the local level include organized recreation programs, camping services and other supports for consumer and family members.

New Jersey Transit: Accessible services for people with disabilities

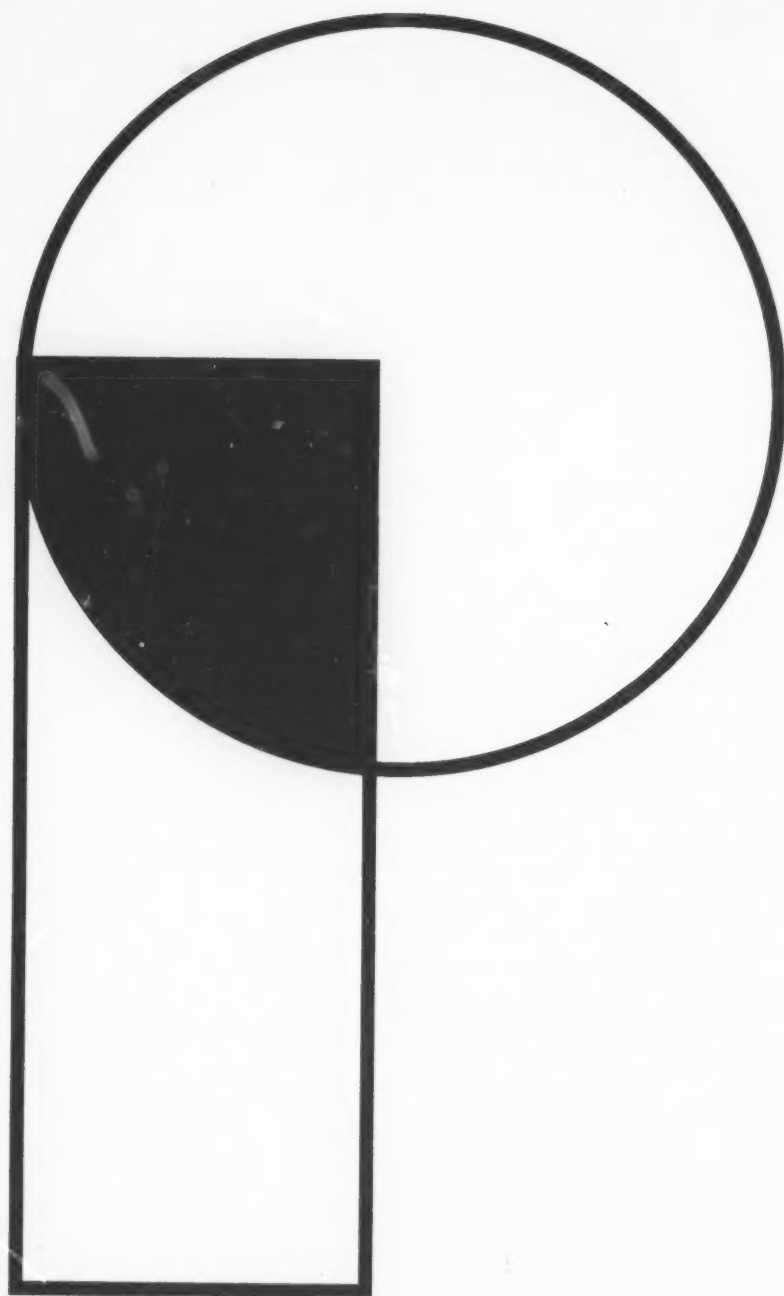
Office of Special Services • One Penn Plaza
East • Newark, NJ 07105-2246 • 201-491-7385
• 201-491-7372 • 201-491-7371

A variety of services exist to assist a person in getting to and from community programs. These services include lift-equipped buses, kneeling buses, accessible rail train stations, reduced fares programs, and Access Link (call 1-800-955-ADA1 [2321] to connect directly with Access Link).

American Camping Association: New Jersey Section

c/o Camp Merry Heart • Rural Delivery 2 •
O'Brian Road • Hackettstown, NJ 07840 • 908-852-0145

Directory of day and residential camping programs throughout the state specifying adult as well as youth services.



Section 12

Glossary of Transition Related Terms



**The New Jersey
Partnership for Transition
from School to Adult Life for Youth with Disabilities**

• New Jersey Office of Special Education Programs • New Jersey Office of School to Work Initiatives •
• New Jersey Division of Vocational Rehabilitation Services • The University Affiliated Program of New Jersey • Statewide Parent Advocacy Network •

Glossary of Transition Related Terms

2+2 or 4+2

A planned, streamlined sequence of academic and vocational-technical courses that eliminates redundancies between high school and community college curricula; 2+2 is high school years 11 and 12 and community college years 13 and 14; 4+2 is high school years 9, 10, 11, and 12 and community college years 13 and 14.

Americans with Disabilities Act (ADA)

The ADA of 1990 outlaws discrimination against people with disabilities. The law affects employment, transportation, and services provided by state and local governments; services and accommodations offered by private businesses; and telecommunications access by people with communication difficulties.

Articulation Agreement

Systematic coordination of course and/or program content within and between educational institutions to facilitate the continuous and efficient progress of students from grade to grade, school to school, and from school to the working world. The term frequently refers to the relationship between high schools and community colleges.

Career Education

A comprehensive, lifelong educational program focusing on individual career development.

Career Exploration

Investigating occupational areas, through real or simulated work learning experiences.

Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392)

Federal act addressing youth and adult vocational educational programs and also academic and occupational skills with the goal of making the United States more competitive in the world economy. Also provides for Tech Prep programs.

Cooperative Education (Cooperative Work Experience)

A school-supervised and structured, paid work experience arranged by a school and employer to lead to an occupational goal. The student receives academic credits. The arrangement often includes a training agreement and training plan. The work experience is directly related to the goals and objectives of the education program, coupling classroom learning with workplace experience. Schools and participating firms and organizations develop cooperative training and evaluation plans to guide and measure the success of each student. These experiences are sometimes called Cooperative Education, or simply, "co-op".

Impairment Related Work Expenses (IRWE)

A process that allows SSI or SSDI recipients to deduct the cost of certain items necessary to work from their earnings.

Individual Education Program (IEP)

A written statement required by IDEA (Public Law 102-119) that is developed by a team, including the student and family, and contains the following: a statement of the student's current level of educational performance, annual goals and short-term instructional objectives, a description of the services and supports to be provided, the projected initiation date and the anticipated duration of service, objective criteria for determining, at least annually, whether short-term instructional objectives have been achieved.

IDEA states that the IEPs of students with disabilities begin no later than age 16 (age 14 in NJ) and state what transition services each student needs to prepare for transition — the school's responsibilities, as well as those of any participating agency (e.g., Vocational Rehabilitation). The IEP written with a student who is "transition age" is the Individual Transition Plan.

Individual Service Strategy/ Employability Development Plan

A plan mandated by the Job Training Partnership Act that is developed for an individual. It includes an employment goal, appropriate achievement objectives, and the appropriate combination of services.

Individualized Written Rehabilitation Plan (IWRP)

The plan that a Vocational Rehabilitation Division counselor and client write that shows the client's employment goal, and the services that the client will need to work and reach this employment goal. These services might include job training, education, counseling, etc.

Individuals with Disabilities Education Act (IDEA-Public Law 102-119)

The IDEA, formerly the Education for the Handicapped Act (EHA-Public Law 94-142) is an important federal law, because it requires that a free appropriate public education, that includes special education and related services, be available to children and youth with disabilities in mandated age ranges.

Internships, Practicums, and Clinical Experiences

A supervised work-based learning experience that links a student with an employer for a planned set of activities often designed to give the student a broad overview of a business or occupational field. Students are assigned to a specific project or an area of concentration. Students develop job skills in a career area through these activities, that may be on a short-term or long-term basis.

Job Coach

An individual who is employed by an adult service agency that provides individualized one-to-one assistance in job development, job matching, job placement, training on the job, and long-term support, as necessary.

Job Corps

A federally funded job training program for disadvantaged youth 16 to 24 designed to help participants gain skills that prepare them for the work world after the GED high school equivalency certificate is completed. Most corps sites are residential and offer full room, board, and health benefits during the several-month training period.

Job Modification

An alteration of a job to meet the needs or abilities of a specific employee.

Job Shadowing

An opportunity for a student to follow a worker through a typical sequence of activities so the "shadower" learns some of the skills and tasks required in that occupation; often arranged for only a few hours.

Job Training and Partnership Act (JTPA)

A federally funded job training program for dislocated workers and the economically disadvantaged. State and local agencies decide what training will be offered, and local business executives, who are members of private industry councils, decide how funds will be spent.

Medicaid

A joint federal/state program that provides health care subsidies to persons with low incomes. Individuals with disabilities may be eligible for Medicaid on the basis of their incomes.

Medicare

Administered by Federal Social Security Program. An insurance program designed to protect people 65 and over regardless of income, and people under 65 who have become disabled and have, thereby, been entitled to Social Security disability payments for at least two years.

Mentoring

"Trusted and experienced supervisors or advisors who have personal and direct interest in the development and/or education of younger or less experienced individuals" (Thesaurus of ERIC Descriptors). For example, job sites may have a mentoring program for new employees where an experienced worker is assigned to assist newcomers in their learning about and adaptation to the worksite. Many school districts are now working with community members to serve as mentors.

Natural Supports

Coworkers, employers, and other people who provide assistance to help a fellow employee with disabilities to work.

On-The-Job Training

Usually a paid work experience in which a student is taught specific job skills by an employer. On-the-job training is usually associated with employment and training programs such as JTPAs, Vocational Rehabilitation or JOBS.

Person-Centered Planning

A process or structure that assists people to plan for and implement their service plan. Most central to this process is the focus on the strengths, choices, preferences, and interests of the individual. Family, friends, community members, and professionals may be invited to participate. Creativity, imagination, and collaboration are essential to developing the plan and finding the resources or ideas to implement the service plan. There are many different ways to do person centered planning.

Plan for Achieving Self-Support (PASS)

A PASS Plan allows a SSI recipient to set aside income and/or resources in order to achieve an occupation objective. A PASS can be used to establish a business, obtain occupational training, and pay for other reasonable expenses related to an individual's employment objectives.

Psychometric Tests

Assessments of an individual's functional abilities using psychological tests. These tests may be interest and ability inventories used for educational and vocational guidance, intelligence tests, personality tests, and various tests for evaluating the possibility of organic or medical difficulties related to a person's ability to function.

Reasonable Accommodation

Any change or adjustment at work that permits a qualified person with a disability to apply for a job, perform the essential functions of a job, and enjoy the benefits and privileges of employment equal to employees without disabilities.

Rehabilitation Act of 1973, as Amended

The amendments make several fundamental changes to the way in which rehabilitation services will be provided to Americans with disabilities through the public rehabilitation program (Division of Vocational Rehabilitation Services and the Commission for the Blind and Visually Impaired). The new law, built on the foundation of the Americans with Disabilities Act (ADA), recognizes competence and choice and affords individuals with disabilities access to the services and supports they need to live, work, and meaningfully participate in community life.

Related Services

Transportation and other support services that are required to help a student benefit from special education. These might include speech and language services, interpreter services, diagnostic or counseling, school health, social work services, rehabilitation counseling, etc.

Service Learning

A strategy to combine community service with learning activities to allow students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community. It is integrated into the students' academic curriculum and provides structured time for a student to think, talk or write about what the student did and saw during the actual service activity. It provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities. It enhances what is taught in school by extending student learning beyond the classroom and into the community and helps foster the development of a sense of caring for others.

Situational Assessment

Assessments that take place in a controlled or semicontrolled work environment in order to evaluate work-related skills and behaviors.

Structured Work Experience

A worksite educational activity that correlates classroom education and on-the-job performance. It is an integral part of the student's educational plan and is evaluated collaboratively by appropriate school and worksite personnel. These experiences should be of sufficient intensity and duration to accomplish specific educational goals. Structured work experience may be required for graduation or certification.

Supported Employment

Competitive employment in the community with ongoing job support for individuals with disabilities who cannot sustain competitive employment without individualized longterm support.

Supported Living

The opportunity for people with disabilities to live where they choose, with whom they choose, with whatever support is necessary to make that happen.

Tech Prep/Associate Degree Program (TPAD)

A program with a planned sequence of competency based studies articulated between secondary and postsecondary institutions, leading to an associate degree, certificate, apprenticeship or four year college degree. Provides technical preparation in at least one field, and builds student competence in the application of mathematics, science, communications, and workplace skills.

Technology Education

A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devices, and other resources found in all communities today.

Time Limited Services

Services that have a beginning and an ending point. Vocational Rehabilitation Division services are time-limited in that they begin at a certain point and can end when an individual completes job training and begins a job.

Transition

A period when a student is making a significant change from school to other environments that might include postsecondary education, adult services, jobs or community living.

Transition Plan

A plan that includes long-term goals and short-term objectives, timelines, measurable expected outcomes, and identification of persons who are responsible for teaching and monitoring the plan to ensure that the goals and objectives are met. This plan should be written as part of the IEP and not as a separate document. The secondary age IEP is a transition plan.

Vocational Education

"Formal preparation for semiskilled, skilled, technical or paraprofessional occupations, usually below the B.A. level" (Thesaurus of ERIC Descriptors). There are several variations on this term. For instance, while Idaho uses the term "vocational education," Oregon uses "professional-technical education," and Washington uses "vocational-technical."

Vocational Evaluation

A comprehensive process designed to assist an individual in choosing and finding a job by systematically providing information about an individual's work-related strengths, aptitudes, and weaknesses; incorporates medical, psychological, social, vocational, education, cultural, and economic data.

Work-based Learning

A competency-based educational experience that coordinates and integrates classroom instruction with structured work-site employment in which the student receives occupational training that advances student knowledge and skills in essential academic learning requirements. It includes deliberate strategies for linking student experiences at work sites with the content and outcomes taught in schools and classrooms. Students are assisted by workplace mentors who help them learn how to apply academic skills to solve real problems. It provides all students with the basic knowledge, skills, and attitudes required to be effective workers in a variety of workplace settings.

Workforce 2000

A landmark federal concept now almost two decades old. It concludes that because of demographic changes, the future workforce will have larger numbers of minorities and women. Employers will face greater needs for training and strategies for supporting diverse workforces.

Workplace Readiness

Nontechnical skills that employers indicate would be valuable for any worker to have such as reliability, critical thinking and problem solving, understanding of bottom line accountability, the ability to be a team player and a self-starter.

NOTES
